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ABSTRACT

This manual describes a training program for teacher evaluation. The purpose of the program is to provide educators who evaluate classroom instruction with the tools that result in professional growth for the teachers and improvement of classroom instruction. Joint participation by teachers and administrators is encouraged in all phases of the evaluation process. The training program has five modules. The first module reviews the research on teacher evaluation, addresses the concept of common vision, presents a model of a growth-oriented evaluation system, and provides training in conducting a planning conference. The second module informs participants of the kinds of classroom behavior that can be recorded through observation, familiarizes them with the use of common observation tools, and demonstrates the utility of teacher-made observation tools. The third module presents methods for analyzing and interpreting descriptive data and provides procedures for a mutually productive postconference leading to meaningful goal setting. The fourth module presents means of measuring instructional effectiveness: student assessment, teaching artifacts, student evaluations, and self-assessment. The fifth module includes criteria for productive goals, and ideas for motivating teachers and providing resources. The modules follow a sequential procedure and include all back-up materials. The format for each module is: module overview, training agenda, activity instruction sheets, participant handouts, and hard-copy transparencies. A separate "Teacher Education Profile (TEP) User's Guide," dated December 1989, with related and non-duplicative content, has been appended. (JD)

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TEACHER EVALUATION:
FIVE KEYS TO GROWTH

"A TRAINING PROGRAM
FOR EFFECTIVE EVALUATION"

Mary Rose
Richard Stiggins
Fran Caldwell

February 1990

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TEACHER EVALUATION FOR GROWTH

PREFACE

For several years, the Northwest Regional Educational Laboratory (NWREL) has conducted research in growth-oriented teacher evaluation. This research, based on effective schools practices and NWREL's work in schools, identified the important attributes of a specific kind of teacher evaluation environment--that is, an environment that promotes the professional development of teachers.

NWREL's research has been translated into a program to assist school districts in developing an effective teacher evaluation program. Acknowledging that school systems are unique in their needs for effective evaluation practices, program components and levels of service are adapted to meet specific needs, goals, and objectives of the various districts. The training process described in this manual is only one phase of a multi-strand system described below that also includes an awareness workshop, an evaluation of the district teacher evaluation environment, and technical assistance in evaluation planning.

Awareness Workshop

The Awareness Workshop brings participants up-to-date on recent research in teacher evaluation. Also presented is the methodology of evaluating a school district's evaluation program through the administration of the Teacher Evaluation Profile (TEP).

District Evaluation and Design Conference

The Design Conference provides the district an assessment of their current evaluation program and precise diagnostic information on the potential growth and professional development of the district teaching staff. This assessment is based on a survey in which teachers are asked to respond to items on the Teacher Evaluation Profile, a questionnaire describing a teacher's most recent evaluation experience.

Technical Assistance

Technical Assistance is available to educational agencies in the process of reviewing, evaluating, or revising the teacher evaluation program. The agenda is flexible to accommodate unique needs, interests, and concerns.

Training

If results of the TEP analysis, review of district evaluation procedures, and discussion during the design conference reveal specific teacher evaluation skills that need to be developed in the district, NWREL has developed a series of workshops that can be adapted to meet those training needs. It is recommended that training include teams of administrators and teachers.

Though the main thrust of the training is to assist in setting up an evaluation program for competent teachers whose goals are to continue to grow professionally, the activities and materials may be adapted to support the accountability or summative program of evaluation.

This training manual is the culmination of research and work in the schools. We have been privileged to assist school districts in developing their teacher evaluation programs and involving their teachers and administrators in the piloting of the training components in this manual.

Of special note is the partnership program developed with the Centennial School District, Portland, Oregon. Centennial was one of five districts piloting the Teacher Evaluation Profile (TEP). This program expanded to include both a collegial training program for teachers and administrators in effective evaluation procedures and a collaborative effort in developing an evaluation program with a major emphasis on how to promote teacher growth while demonstrating minimum competency required by law. The opportunity of working with this district in a supportive environment resulted in a program that has become a model for other school districts.

We wish to express sincere appreciation to those whose knowledge and support have provided the encouragement and supported the concept of developing a program based on evaluation for professional growth and development. Special thanks to Daniel Duke, Keith A. Acheson, Ted Andrews, Marv Hempel, and regional laboratory researchers for their support and contributions to our efforts. And finally, thanks to Carrol Neuhart and Merry Millage for their patience and careful preparation of this manual.

Mary T. Rose
Richard Stiggins
Fran Caldwell

FIVE KEYS TO GROWTH

TEACHER EVALUATION FOR PROFESSIONAL DEVELOPMENT

INTRODUCTION

This manual describes a training program for those who are involved in teacher evaluation. The purpose of the program is to provide educators who evaluate classroom instruction with the necessary tools that result in professional growth activities for the teacher and improved classroom instruction. The purpose of this manual is to prepare trainers to present the program to educators on the firing line.

This program is based on research conducted by the Northwest Regional Educational Laboratory (NWREL). That research involved a review of the effective schools literature and extensive interviewing and surveying of school district teachers and administrators involved in teacher evaluation. A detailed account of the research is described in two recently published books: The Case for Commitment to Teacher Growth: Research on Teacher Evaluation (State University of New York Press) and Teacher Evaluation: Five Keys to Growth (co-published by the American Association of School Administrators, National Association of Secondary School Principals, National Association of Elementary School Principals, and the National Education Association). Both are co-authored by Richard J. Stiggins and Daniel L. Duke. Prospective trainers are urged to obtain copies of each of these and study them as part of their preparation.

Duke and Stiggins' studies identified five valuable keys or elements to an effective growth producing evaluation process. There are elements that teachers bring to the evaluation event that contribute to the positive results of the experience. There are attributes that the evaluator brings to the event that contribute to success. The specific procedures used to collect performance data also are related to a positive outcome of the evaluation, as are specific characteristics of the feedback delivered to the teacher. And finally, the general context within which the event takes place appears critical to its success. The research revealed that when these elements are integral to the evaluation process there is great potential for teacher growth and professional development. Thus, attributes of these elements promoting the professional growth of teachers form the basis for this training.

Joint participation by teachers and administrators is encouraged in all phases of the evaluation process and therefore of this training. A primary purpose of the training is to build a strong, collegial relationship between teachers and supervisors. A goal of the training is to develop, through teams of teachers and administrators, the cooperative effort necessary to achieve the mutual trust needed to promote teacher growth and school improvement.

The training program has five modules based on the elements described in Teacher Evaluation: Five Keys to Growth. To develop a comprehensive program, the full training schedule of five modules is recommended. However, modules may be used alone or with any number of the others based on a district's need or interest. The TEP is often used in a district to identify specific modules that would be most beneficial to a specific evaluation program.

CONTENT OF THE FIVE MODULES

Module I - Setting the Stage: Teacher Evaluation for Professional Growth

When teachers and administrators communicate openly, important things can happen. Concerns and goals can be shared and eventually agreement reached. This is known as "coming to a common vision," and is the first step in a teacher evaluation program for growth. This module reviews the research which produced the publication Teacher Evaluation: Five Keys to Growth and the Teacher Evaluation Profile (TEP), a questionnaire describing teachers' perceptions of the evaluation environment. The module also addresses the concept of common vision, presents a model of a growth oriented evaluation system, and provides training in the conducting of a planning conference.

Module II - Collecting Observation Data

When teachers are given specific, accurate, descriptive data on classroom instruction, particularly when the focus is on aspects the teacher selects, there is motivation to change, take risks, and improve classroom instruction. Therefore, to facilitate a teacher's professional growth, classroom observation must be teacher directed, specific, and accurate. Module II informs participants of the kinds of classroom behavior that can be recorded through observation, familiarizes them with the use of a number of common observational tools, and demonstrates the utility of teacher-made observation tools.

Module III - Providing Feedback/The Post Conference

Having collected classroom data, the next step for observer and teacher is to analyze and interpret the results. The task is the teacher's. All data should be received by the teacher first. Because the information was recorded purely as descriptive rather than judgmental data, the data usually speaks for itself. Listening, sharing, and asking for suggestions in a caring environment are valuable components of the post-conference. This module will present methods to analyze and interpret descriptive data and provide procedures for a mutually productive post-conference leading to meaningful goal setting.

Module IV - Using Other Sources of Data

Though classroom observation is often used in teacher evaluation, other sources of evaluation data are not to be discounted, particularly in evaluation for professional growth where legal and contractual requirements are not restrictive. This module presents other means of measuring instructional effectiveness: student assessment, teaching artifacts, student evaluations, and self-assessment. Through a combination of data gained using these methods and classroom observation, a more definitive picture of instructional skill comes together.

Module V - Goal Setting and Next Steps

Integral to effective evaluation is the goal setting process. Goal setting occurs when reliable data have been collected, analyzed, and interpreted. Only then can meaningful, achievable goals be set. This module gives participants criteria for productive goals and presents ideas for motivating and providing resources for teachers. It also allows participants to begin the process of implementing a growth oriented evaluation program in their own school. Participants are encouraged to break with tradition and begin to think creatively in regard to their particular school or district and its needs.

TIME CONSIDERATIONS

If all five modules are to be covered, it is best to allow three weeks to one month between each to give participants time to complete the activity assignments associated with each module. These activities are assigned at the conclusion of Modules I, II, III, and IV. If fewer than five modules are proposed, trainers will need to adjust the assignments according to the modules selected for training.

Approximately three hours should be scheduled for each training session. This will allow sufficient time for presentations, lecturettes, etc. and provide the trainer with the flexibility needed to provide adequate time for participant interaction. There are suggested timelines in the directions for the activity in each module. The times are for groups of no more than 30 participants.

MODULE FORMAT

Modules present a step by step procedure and include all back-up materials. The format for each module is as follows:

Module Overview providing definition, anticipated outcomes, and agenda.

Training Agenda providing the procedure of the module with time allowances and required materials.

Activity Instruction Sheets giving detailed trainer instructions for each activity on the agenda.

Participant Handouts with accompanying Activity Instruction Sheet. Each is labeled with an identifying code, e.g., H (hand-out)-1 (module number)-2 (handout number).

Hard-copy Transparencies given in order and annotated on the Activity Instruction Sheet. Each is labeled with an identifying code, e.g., T (transparency)-II (module number)-4 (transparency number).

Space is allocated at the end of each activity in the manual for trainer's notes regarding any modifications of activities that will compliment a trainer's style of presentation.

Materials in the training manual are color coded. The trainer instructions are green; transparencies are white; and participant handouts are blue. Separate packages of hard copy transparencies and participant handouts accompany the trainer's manual.

ADDITIONAL TRAINING SUPPLIES

Equipment:	Materials:
Overhead projector	Nametags
Video cassette recorder	Chartpack
Television monitor	Masking tape
	Push pins
	Marking pens
	Chalk
	Pens, pencils
	Blank paper
	Blank transparencies
	Two videotapes of teaching episodes
	Transparency pens

Note on videotapes:

Videotapes of teaching episodes provide workshop participants with an opportunity to practice taking classroom performance data. "Another Set of Eyes: Techniques for Classroom Observation", a training series produced by the Association for Supervision and Curriculum Development, includes videotapes appropriate for the data gathering activities in Module II.

If possible, it is recommended that trainers make their own tapes. Self-confident teachers are usually willing to allow a video camera in their classrooms, particularly if the tape is to be used in other schools or districts. Give teachers sufficient advance notice of the time and date of the taping. Stress that the class session should be unrehearsed and as close to a "normal" class period as possible.

If the trainer will be doing the videotaping, the following suggestions prove helpful in producing a more professional product. A video cassette tape, television camera, compatible video cassette recorder, television monitor, and a tripod are essential when producing a videotape.

Position the camera, mounted on the tripod, somewhere near the middle at the side of the room where the faces of the teacher and students can be viewed without a great deal of camera movement; and the voices of all, particularly the teacher, can be easily recorded. Long shots, which capture the background, and medium shots, retaining most of the background, are probably most useful. Close-ups will exclude too much. Keep the process simple, as any attempt at "creative" zooming and panning may result in a blurry presentation. As in all camera work, be careful of lighting. Keep your back to bright windows so that light is on your subjects, not behind them.

Begin when the class or lesson does. Starting in the middle may be confusing to the viewer and disruptive to the class and teacher. Twenty or thirty minutes is generally long enough for a practice observation tape.

OTHER ITEMS TO CONSIDER

Before conducting training:

1. Verify date, time, place, and number of participants expected.
2. Try to hold sessions in a room with movable seating to accommodate both large and small group settings. Tables with five or six chairs are ideal.
3. Prepare sufficient handouts and arrange in order of use.
4. Prepare and organize transparencies, and position an overhead projector so all observers have an unobstructed view.
5. Check all equipment and material needs. Make sure machines are in working condition and locate outlets and light switches.

During the training:

1. Encourage participants to group themselves by school or district.
2. Move activities along, better a little too fast than too slow.
3. Allow for breaks approximately half-way through each session. Ten minutes is usually sufficient. Refreshments are appreciated.
4. Do not read or memorize a lecturette. Speak from notes or from the transparencies.
5. Watch participants for signs of boredom or confusion. Ask for clarification questions regularly. Modulate voice and use eye contact to involve listeners.
6. Take a positive approach, show enthusiasm, and enjoy yourself.

MODULE I. SETTING THE STAGE

TEACHER EVALUATION FOR PROFESSIONAL GROWTH

"TEACHER PERFORMANCE EVALUATION, HERETOFORE, HAS BEEN A SOLO VENTURE AKIN TO TAKING A BATH - YOU NEVER GET TO WATCH ANYONE ELSE DO IT."

RICHARD P. MANATT, IOWA STATE UNIVERSITY/AMES

MODULE I - OVERVIEW

SETTING THE STAGE

TEACHER EVALUATION FOR PROFESSIONAL GROWTH

When teachers and administrators communicate openly, important things can happen. Concerns and goals can be shared and eventually agreement reached. This is known as "coming to a common vision" and is the first step in a teacher evaluation program for growth. This module reviews the research which produced the publication Teacher Evaluation: Five Keys to Growth and the Teacher Evaluation Profile (TEP), a questionnaire describing teachers' perceptions of the evaluation environment. The module also addresses the concept of common vision, presents a model for evaluation for growth, and provides training in the conducting of a planning conference.

Anticipated Outcomes:

Participants will -

(1) gain an understanding of effective growth producing evaluation practices

(2) develop an understanding of the need for a common vision

(3) understand the basic concepts and purpose of a planning conference

(4) become aware of the roles and feelings of the teacher and evaluator in the planning conference

MODULE I AGENDA

Activity	Purpose
Introduction and Agenda Sharing	o to introduce trainer and participants o to establish a climate of openness o to present module components and activities
Introduce Evaluation for Growth	o to present research and effective practices in growth producing teacher evaluation
Establish a Vision of Good Teaching and a Model of Growth Oriented Teacher Evaluation	o to develop an understanding of the need for a common vision o to present a model of evaluation for growth
Prepare a Planning Conference	o to explain the purposes and elements of planning conferences and provide practice in conducting them
Summary, Assignment, and Evaluation	o to summarize main points o to give observation assignment o to allow participants to evaluate module

MODULE I: TRAINING AGENDA

Approximate time: 2 hours, 15 minutes

Activity	Time	Materials
1. Introduction and Agenda Sharing o introduce self and participants o explain why training is being given o distribute Module I Overview o give overview of workshop activities o ask for clarification questions o discuss concerns o present Workshop Themes	25 min.	**Handout:** Module I Overview (H-I-1) **Transparency:** Workshop Themes (T-I-1)
2. Presentation: "Evaluation for Growth" o present lecture o ask for questions	30 min.	**Transparencies:** Teacher Centered Evaluation (T-1-2) Teacher Suggestions (T-I-3) Administrator Suggestions (T-1-4) Barriers (T-I-5) Keys to Growth (T-1-6) Teacher Evaluation Profile (T-I-7) Research Results (T-I-8)
3. Develop a Common Vision of Good Teaching and a Model for Evaluation	30 min.	**Transparency:** Keys to Training (T-I-9)

o introduce concept of common vision o divide group into small groups o assign topic o spokesperson selected o teams report to large group		
4. The Planning Conference o present lecture o answer questions o participants form teams o teams discuss and list topics to cover in a planning conference o team recorder lists topics o group with longest list reports o present checklist on overhead o answer questions o distribute handout o discuss element of trust using handout (H-I-3) o ask for two role play volunteers	40 min.	**Transparencies:** Important Aspects of the Planning Conference (T-I-10) Preobservation Planning Guide (T-I-11) **Handouts:** Preobservation Planning Guide (H-I-2) The Interpersonal Effect of Responses (H-I-3)

o after role play, invite comments on appropriate or inappropriate behavior in the role play		
o players respond to questions and report feelings and problems		
o facilitate discussion		
5. Summary, Assignment, and Evaluation	10 min.	**Handout:** Module I Summary Assignment (H-I-4) Evaluation Form (H-I-5)
o pass out Summary and Assignment handout		
o review main points		
o give assignment, answer questions, distribute and collect evaluation forms		

NOTE: Training supplies and equipment needed for Module I:

- Name Tags for Trainers and Participants
- Chartpack (optional)
- Overhead Projector
- Marking Pens
- Paper and Pencils for Participants

MODULE I

INTRODUCTION

AGENDA SHARING

Purpose:

1. To introduce trainer and participants
2. To establish a climate of openness
3. To present module components and activities

Procedure:

1. Trainer introduces self (and co-trainer). Have participants form groups of two and share name, position, school, and something interesting about themselves. Each group joins another group of two and introduces their partners. Groups of four introduce one another to the large group.

2. Trainer distributes Module 1 Overview and reviews agenda with participants. (H-I-1)

   Option: Agenda items are written on chartpack as well.

3. Trainer presents workshop themes of openness and collaboration. (T-I-1)

WORKSHOP THEMES

Use a team approach
(Colleagues working together can accomplish far more than one individual. A major goal of the training is that solid collegial relationships will develop and remain long after the training has been completed.)

Gather useful information on teaching performance
(As participants complete the observation assignments in each module and join in the debriefing sessions which follow, they will collect valuable information on effective teaching.)

Encourage commitment to improvement
(Without encouragement, few would gain the commitment necessary to improve their skills. The training activities are designed to open participants' minds to new directions, break old boundaries, and eliminate the fear and apathy that can limit professional growth.)

Link evaluation to professional development
(Evaluation need not become a pro forma experience that is performed annually. With positive direction, evaluation can improve teacher effectiveness and bring about positive feelings between teaching staff and administrators.)

NOTES:

MODULE I

PRESENTATION

"EVALUATION FOR GROWTH"

Purpose:

1. To present research and effective practices in growth producing teacher evaluation

Procedure:

1. Trainer presents lecture on teacher centered evaluation and the research supporting effective practices for teacher growth and professional development. A lecture example is given, but modifications may be made to accommodate the trainer's presentation style.

POSSIBLE SCRIPT (adapt as needed to fit context)

The research on teacher-centered evaluation has shown that when the evaluation process results in a teacher's individual growth and professional competence, several conditions must be in place. A teacher's individual needs become central to the process -- those areas and goals that a teacher feels will support that teacher's professional development and enhance the teaching and learning process occurring in the classroom.

To promote the potential for growth and development, a teacher needs support from the supervisor through meaningful classroom observations and feedback; support from colleagues in a peer evaluation program; positive input from students in the classroom, and a systematic self assessment of classroom activities. For this system to meet the needs of the teacher, sufficient resources and activities must also be provided over a period of time to stimulate and encourage that growth. (T-I-2)

There is, however, much research to document the fact that teachers rarely derive any professional improvement from their participation in current evaluation programs. Research conducted at the Northwest Regional Educational Laboratory has attempted to determine why this is the case. Through this research, barriers to an effective growth producing evaluation have been identified and a training program has been developed that increases the potential for teacher growth and development through the evaluation process. A brief summary will help set the stage for the Teacher Evaluation Five Keys to Growth Training.

The research consisted of three studies involving extensive interviewing and surveying of administrators and teachers and a thorough review of current research on teacher evaluation. The first study, conducted in four school districts, consisted of indepth interviews with teachers and supervisors, as well as responses to questionnaires on procedures and perceptions of evaluation effectiveness.

NOTE: In preparing for this part of the presentation, the trainer should study the article entitled "Performance Assessment for Teacher Development" which is in the Appendix.

In interviews, teachers and administrators made the following suggestions on how to improve the evaluation process: (T-I-3)

TEACHER SUGGESTIONS

o More collegial observation
(an interchange of teacher to teacher; sharing information and observations)

o More self evaluation
(not a general reflection but a systematic analysis of performance)

o Better performance criteria
(better standards by which to be evaluated; areas that are important to me as a teacher; standards that are relevant on a day-to-day basis)

o More frequent observations
(when observation does occur, it is often positive, but it doesn't happen often enough)

o Better evaluation training for supervisors
(emphasis should be placed on feedback techniques)

o Better observation techniques
(should be systematic and descriptive)

- Effective communication
  (communication in a way that promotes trust in the evaluation process whether it is teacher to teacher or teacher to supervisor)

- Emphasis on improvement as opposed to accountability
  (in teacher's perception evaluation is primarily conducted for accountability purposes)

- Link to inservice training
  (when evaluation is for teacher growth, teachers can link their professional development goals to various inservice projects)

The administrators made the following suggestions for improvement in the evaluation process: (T-I-4)

ADMINISTRATOR SUGGESTIONS

- More trust
  (develop a system with trust that the program is for teacher growth)

- More time
  (need a system that has time to be involved with teachers and be in the classroom)

- More cooperation (vs adversary)
  (develop a cooperative program that encourages working together as opposed to a "them against us" feeling)

- More training
  (administrators felt they needed continued training in observation procedures and feedback)

- Increased staff involvement
  (in planning and conducting the evaluation process instead of being perceived as an administrative task)

- District emphasis on improvement
  (emphasis on improvement and for staff growth and development; a visible public commitment to growth; needs to come from the top down)

o Accountability for evaluation
(administrators were willing and anxious to be held accountable for evaluation if there was support by the district for training, staff involvement, etc.)

As a result of the case studies and in collaboration with supervisors, teachers, and principals, the following barriers to growth oriented systems of evaluation were identified: (T-I-5)

BARRIERS TO EFFECTIVE EVALUATION

1. Lack of Skills in

   A. Evaluating
   B. Communicating

2. Insufficient Time

3. Processes that Protect Due Process may Inhibit Professional Development
   (by depriving the teacher of valuable feedback that may not meet the criteria of being legally defensible according to the collective bargaining agreement)

4. Trust is Lacking

The second study examined teacher growth from a different perspective. The study focused on teachers who reported that they had experienced professional growth as a result of a high quality evaluation experience. Only about thirty such cases could be identified for study, but the comparative analysis of each of these cases resulted in the identification of the following elements that were apparent in each of the successful evaluations. (T-I-6)

Note: In preparing to do this phase of the presentation, the trainer should study the practioner's guide Teacher Evaluation: Five Keys to Growth.

KEYS TO PROFESSIONAL GROWTH

Attributes of:

THE TEACHER
(expectations of a teacher for professional growth and development)

THE EVALUATOR
(interpersonal relationship between evaluator and teacher and the training of the evaluator in teaching techniques and classroom observation)

EVALUATION PROCEDURES
(kinds of classroom data, e.g., observations, student achievement, appropriate standards of performance)

FEEDBACK PROVIDED
(quality and depth of suggestions provided in feedback)

EVALUATION CONTEXT
(district program values growth as shown in context and time and resources allotted for effective evaluation)

The third study was to determine if the attributes uncovered in the previous studies as necessary to a successful evaluation experience were related to the experiences of the general teacher population. A survey was conducted which asked over 400 teachers to describe their recent evaluation experiences in terms of the keys to success that had been identified in the previous studies: the teacher, the evaluator, data collection procedures, the feedback, and the evaluation context. Results verified that these five sets of attributes are indeed highly correlated with the quality and impact of the evaluation experience.

Based on an analysis of these results, a questionnaire was developed, the Teacher Evaluation Profile (TEP), that can provice school districts with the following information on their teacher evaluation program: (T-I-7)

TEACHER EVALUATION PROFILE
(TEP)

A Program Evaluation Instrument That:

- Describes the environment of teacher evaluation
- Evaluates the growth producing potential
- Diagnoses specific problems
- Provides specific training focus
- Tracks change over time

To summarize the research that forms the basis of this training: (T-I-8)

TEACHER EVALUATION RESEARCH RESULTS

Teacher Evaluations Rarely Promote Growth

Teachers Can Grow from Sound Evaluation Experiences

The Same Evaluation System Cannot Serve Growth and Accountability Purposes

Keys to a Sound Growth System

- Teacher Open to Change
- Evaluator who has Credibility
- Sound Data Collection Procedures
- Effective Feedback
- Growth Oriented District Context
- District Procedures and Practices can change to Promote Growth

Note: A description of the requirements and differences between an accountability system and a growth oriented evaluation system are described in the article "Teacher Evaluation: Accountability and Growth Systems - Different Purposes". This article is included in the Appendix and may be duplicated as a handout for discussion.

2. At this point the trainer solicits questions and encourages interaction between participants and the trainer about the research presented in the lecture.

NOTES:

MODULE I

DEVELOPING A COMMON VISION OF A GOOD TEACHING

MODEL OF GROWTH ORIENTED TEACHER EVALUATION

Purpose:

1. To develop an understanding of the need for a common vision.

2. To present a model of evaluation for growth.

Procedure:

1. Trainer introduces concept of common vision.

   Example: When teachers and administrators begin to talk about their mutual concerns, progress can result. Establishing mutual goals is establishing a common vision, one that can be worked toward together.

   All successful organizations, whether they be Disneyland, McDonalds, IBM, or a school system, operate on a vision of success. This means all people involved, from the newest employee to the chairman of the board, have the same idea of what their organization should be, and each one works wholeheartedly toward that goal. That vision works most effectively when all share a common view of this goal. Therefore, before the process of teacher evaluation can begin, a common vision of good teaching must exist between administrator and teacher

2. Trainer divides participants into teams and selects a topic to evoke discussion from team members on their vision of good teaching.

   Groups are to assume they are a team assigned to go into a classroom and watch a teacher teach. They are to list the teacher behaviors that would illustrate the specified area indicated in the topic assignment. After the trainer assigns the topic, team members are asked to discuss the topic, come to a consensus, and select a spokesperson to report the team's conclusion to the large group.

Suggested Topics:

(1) How would you determine the key characteristics of good teaching exhibited by the teacher?

(2) What would you look for to determine the methodology the teacher is using in addressing higher level thinking skills?

(3) What would you look for to determine the ways the teacher creates an interactive learning environment?

3. List each team's ideas on a chartpack. Trainer facilitates a discussion on each team's vision of good teaching. Trainer concludes activity by summarizing need for a common vision.

   Example: There is a need for a vision of good teaching. If there is no common vision, an observer will be less effective in providing meaningful feedback to the teacher following a classroom observation experience.

   The question to be answered is, "What do I look for when I go into a classroom to look for good teaching?" This question can be answered when both the teacher and the supervisor have agreed upon a common vision of good teaching.

4. Trainer presents lecturette on visioning a model of teacher evaluation for growth.

   POSSIBLE SCRIPT (adapt as needed to fit the context):

   In teams, you have spent time sharing ideas of good teaching. From this communication, came a common vision, an agreement among you concerning the traits of good teaching. When a vision is shared among members of any kind of group, they are able to move forward in pursuit of their mutually held goals.

   Thus, a common vision of teacher evaluation, one that promotes professional growth, may be fostered among members of a teaching staff and administrators. The modules in this training are designed to acquaint participants with the total design of a growth oriented evaluation system.

Based upon the collaborative effort of those it involves, it is dependent on open communication and a helping collegial attitude.

We begin in Module I with the planning conference; Module II introduces classroom observation, and Module III presents delivery of feedback in the post conference. The fourth module discusses other sources of data, and finally, Module V deals with goal setting and steps towards implementation of a program of evaluation for growth in your own school.

The success of training is tied to participant involvement. (T-I-9)

KEYS TO TRAINING

Participants will derive maximum benefit when they:

1. Participate in all segments of the training.
2. Do the assignments - all are activities to be conducted rather than written tasks.
3. Interact with one another - teacher to teacher, teacher to supervisor.
4. Talk with trainers - ask questions, share experiences, and tell us how things are going.
5. Trust each other - take risks; do things not done before; be vulnerable and open, frank and honest, not just in the sessions, but in the assigned activities.

5. Trainer facilitates discussion of this vision as appropriate.

NOTES:

MODULE I

THE PLANNING CONFERENCE

Purpose:

1. To explain the purpose and elements of planning conferences
2. To provide practice in conducting conferences.

Procedure:

1. Trainer presents lecturette on Important Aspects of the Planning Conference.

POSSIBLE SCRIPT (adapt as necessary):

The planning conference is an essential step in the evaluation process. Because it clarifies the instructional setting, determines the focus of the observation, selects a recording method, and most important of all, establishes trust between the teacher and observer, it influences everything that follows. If the planning conference is successful, the observation and the delivery of feedback will proceed equally as well.

Approach the planning conference with an attitude envisioning growth, one that acknowledges the teacher as a competent professional and the observer as a fellow educator rather than a judge. There are other important aspects to consider: (T-I-10)

IMPORTANT ASPECTS OF THE PLANNING CONFERENCE

o Use a preobservation planning guide
(To insure that no valuable information is left out, a planning guide concerning relevant aspects of the classroom, the students, the lesson, and the course is useful.)

o Keep it informal
(Find a place where both parties feel comfortable.)

- Understand conditions
  (The observer should be familiar with the classroom to be observed, both the physical setting and the kind of students who inhabit it. Earlier visits before observation are recommended.)
- Articulate intentions
  (The teacher designates exactly who or what is to be observed and why.)
- Avoid concentrating on problem areas
  (In fact, there may be no significant problems. Consider observing an aspect the teacher feels is a strength.)
- Decide on an observation tool
  (Select or design together a format to be used in recording the designated behaviors.)

2. Trainer has participants group in teams formed earlier.

   The group assignment is to list topics to cover in a planning conference. One team member serves as recorder.

   After 10 minutes, the trainer asks teams the number of topics listed. The team with the highest number is asked to read the team's list. Trainer asks for additions from other teams and facilitates discussion as appropriate.

3. Trainer discusses the Preobservation Planning Guide from the overhead and distributes handout. (H-I-2) (T-I-11)

   Example: The following is an example of a planning guide. It covers information that is important and useful to both the observer and the teacher.

PREOBSERVATION PLANNING GUIDE

- Learning Objectives of the Lesson
  (What does the lesson attempt to teach?)
- Student Pre-Knowledge
  (Have the students already learned something about this topic? To what extent?)

- o Anticipated Interactions
  (Will it be teacher to whole group, teacher to individual students, students to other students, or a combination?)

- o Questioning Strategies
  (What kinds of questions will be asked; what thinking levels addressed?)

- o Assessment Methodology
  (What formal and/or informal methods will be used to assess student learning?)

- o Class Climate
  (What is the general attitude of the class?)

- o Special Concerns
  (Are there students with special needs or conditions that are of concern?)

- o Desired Observation Focus
  (What or who will be observed and what kind of data should be recorded?)

4. Trainer summarizes use of the planning guide and stresses the importance of trust in the observer/teacher relationship.

POSSIBLE SCRIPT (adapt as necessary):

Example: The Preobservation Planning Guide is merely a reminder to insure that important information is shared. It should not become a supervisor's interviewing tool. The Planning Guide should be a tool for both parties to review and discuss as equals.

Trust, as indicated earlier, is a necessary element throughout the evaluation process. It will not magically exist simply because two parties have willed it so. Each must prove to the other that the relationship is safe and the intentions are trustworthy. A willingness to take risks by opening up avenues for change, expressing honest feelings, and relinquishing power will also promote trust. It does not develop easily, but until it does, there is little chance for openness and growth.

John L. Wallen, Social Psychologist, has developed a list of behaviors that can open a relationship to trust and those that can stifle trust through subordination. The list can serve as a useful guide in conferences, especially when one member is in a supervisory position. (Trainer presents "The Interpersonal Effect of Various Responses" (H-I-3) and elicits questions and comments from the group.)

THE INTERPERSONAL EFFECT OF VARIOUS RESPONSES

FREEING EFFECTS: Increases other's autonomy as a person; increases sense of equality.

Active, attentive listening: Responsive listening, not just silence.

Paraphrasing: Testing to insure the message you receive is the one sent.

Perception check: Showing your desire to relate to and understand him/her as a person by checking your perception of an inner state; showing acceptance of feelings.

Seeking information to help you understand the person: Questions directly relevant to what was said, not questions that introduce new topics.

Offering information relevant to the other's concerns: Information may or may not be used.

Sharing information that has influenced your feelings and viewpoints.

Directly reporting your own feelings.

Offering new alternatives: Action proposals offered as hypotheses to be tested.

BINDING-CUEING EFFECTS: Diminishes other's autonomy by increasing sense of subordination.

Changing the subject without explanation: For example, to avoid the other's feelings.

Explaining the other, interpreting his behavior: "You do that because your mother always...." Binds the person to past behavior or may be seen as your effort to get the person to change.

Vigorous agreement: Binds the person to his/her present position--limits the option of changing one's mind.

Expectations: Binds the person to the past. "You never did this before. What's wrong?" Cues the person to future action, "I'm sure you will ..." "I know you can do it."

Denying the person's feelings: "You don't really mean that!" ... "You have no reason to feel that way."

Generalization: "Everybody has problems like that."

Approval on personal grounds: Praising the other for thinking, feeling or acting in ways that you want him to, that is, for conforming to your standards.

Disapproval on personal grounds: Blaming or censuring the other for thinking, acting, and feeling in ways in which you do not approve.

Commands, orders: Telling the other what to do. Includes, "Tell me what to do!"

Emotional obligations: Control through arousing feelings of shame and inferiority. "How can you do this to me when I have done so much for you?"

THE EFFECT OF ANY RESPONSE DEPENDS UPON THE DEGREE OF TRUST IN THE RELATIONSHIP

The less trust, the less freeing effect from any response.
The more trust, the less binding effect from any response.

*Adapted from Wallen, John, Systematic and Objective Analysis of Instruction. Portland, Oregon: Northwest Regional Educational Laboratory, 1965, page 93.

5. Trainer asks for two volunteers for a role play, one to play the teacher, one to play the observer. If participants are reluctant to volunteer, the trainer may encourage them.

Example: The teacher may use his/her own teaching situation or may fabricate a different one, and both teacher and observer may use the Preobservation Planning Guide handout as a prompt. This activity does not call for a flawless planning conference. It is simply a method to develop group discussion. Volunteers are given a few moments to plan their roles together.

6. The role play takes place. Those performing are in a position where they can be heard and seen by all participants. Trainer terminates role play if it goes longer than 10 minutes.

7. At conclusion of role play, trainer facilitates discussion. Trainer asks group for comments on the role-played conference, and asks role players to share with the group their feelings and problems as they worked through the scene.

   Example: Who did you think was leading the discussion? How did you feel about that? Did the feeling of equality between you exist or did it seem like a superior/subordinate interaction? Did you find the Preobservation Planning Guide useful or a barrier? What questions in the conference were most difficult to handle? In what way was the conference productive? Was trust evident in the interchange? Do you feel that a successful observation will follow this conference?

8. Trainer summarizes by again stressing the importance of the planning conference.

   Example - The planning conference provides the teacher and observer an opportunity of meeting to discuss a key to instructional improvement. That key is to plan an observation activity that focuses on what is occurring with children and with the teacher in the classroom setting. When an attitude of collegiality, trust, and a common vision of good teaching are shared between teacher and observer, there is potential for an observation that will provide the teacher with effective feedback promoting growth.

NOTES:

MODULE I

SUMMARY, ASSIGNMENT, AND EVALUATION

Purpose:

1. To summarize main points
2. To give observation assignment
3. To allow participants to evaluate module

Procedure:

1. Trainer distributes Module I Summary and Assignment. (H-I-4)
2. Trainer reviews summary and assignment.

   Summary:

   1. Teacher evaluation as practiced in most schools was not a satisfactory growth producing activity to either teachers or administrators.
   2. NWREL researchers found five keys to teacher evaluation for professional growth: attributes of a) the teacher, b) the evaluator, c) the evaluation procedures, d) feedback provided, and e) the evaluation context.
   3. Teachers and administrators can arrive at a common vision of good teaching through open communication.
   4. Training provides a model of teacher evaluation for growth.
   5. The planning conference, requiring trust and open communication between teacher and observer, has important aspects to consider.

      Assignment:

      Hold a preobservation planning conference with a fellow educator using the information given in this module. Observe the class and record behavior using an anecdotal method. Data should be descriptive with all judgment withheld. Afterwards, give the data to the teacher for analysis and interpretation.

3. Trainer answers questions. Most questions will focus on the assignment.

   Example: Anecdotal notetaking is simply recording what is said and done without inference or judgment. Meet with the teacher to determine the kind of activity that will be recorded in a simple, easy to read, and interpretive manner. After you have completed the observation, give the results of your efforts to the teacher, leaving the interpretation to him/her. Some discussion may be necessary, but, again, remind yourself to withhold judgement.

4. Trainer distributes Evaluation Forms (H-I-5) and collects on completion.

NOTES:

MODULE I - OVERVIEW

SETTING THE STAGE

TEACHER EVALUATION FOR PROFESSIONAL GROWTH

When teachers and administrators communicate openly, important things can happen. Concerns and goals can be shared and eventually agreement reached. This is known as "coming to a common vision" and is the first step in a teacher evaluation program for growth. This module reviews the research which produced the publication Teacher Evaluation: Five Keys to Growth and the Teacher Evaluation Profile (TEP), a questionnaire describing teachers' perceptions of the evaluation environment. The module also addresses the concept of common vision, presents a model for evaluation for growth, and provides training in the conducting of a planning conference.

Anticipated Outcomes.

Participants will -

(1) gain an understanding of effective growth producing evaluation practices

(2) develop an understanding of the need for a common vision

(3) understand the basic concepts and purpose of a planning conference

(4) become aware of the roles and feelings of the teacher and evaluator in the planning conference

(H-I-1)

MODULE I AGENDA

Activity	Purpose
Introduction and Agenda Sharing	o to introduce trainer and participants o to establish a climate of openness o to present module components and activities
Introduce Evaluation for Growth	o to present research and effective practices in growth producing teacher evaluation
Establish a Vision of Good Teaching and a Model of Growth Oriented Teacher Evaluation	o to develop an understanding of the need for a common vision o to present a model of evaluation for growth
Prepare a Planning Conference	o to explain the purposes and elements of planning conferences and provide practice in conducting them
Summary, Assignment, and Evaluation	o to summarize main points o to give observation assignment o to allow participants to evaluate module

(H-I-2)

PREOBSERVATION PLANNING GUIDE

Teacher____________________ Subject____________________

Date/Time of Observation________________________________

Lesson to be Taught____________________________________

____

Observer______________________________

===

1. Learning Objectives of the Lesson____________________

____

2. Student Pre-Knowledge_______________________________

____

3. Anticipated Interactions_____________________________

____

4. Questioning Strategies______________________________

____

5. Assessment Methodology_____________________________

____

6. Class Climate______________________________________

____

7. Special Concerns___________________________________

____

8. Desired Observation Focus___________________________

____

(H-I-3)

THE INTERPERSONAL EFFECT OF VARIOUS RESPONSES

FREEING EFFECTS: Increases other's autonomy as a person; increases sense of equality.

Active, attentive listening: Responsive listening, not just silence.

Paraphrasing: Testing to insure the message you receive is the one sent.

Perception check: Showing your desire to relate to relate to and understand him/her as a person by checking your perception of an inner state; showing acceptance of feelings.

Seeking information to help you understand the person: Questions directly relevant to what was said, not questions that introduce new topics.

Offering information relevant to the other's concerns: Information may or may not be used.

Sharing information that has influenced your feelings and viewpoints.

Directly reporting your own feelings.

Offering new alternatives: Action proposals offered as hypotheses to be tested.

BINDING-CUEING EFFECTS: Diminishes other's autonomy by increasing sense of subordination.

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Vigorous Agreement: Binds the person to his/her present position--limits the option of changing one's mind.

Expectations: Binds the person to the past. "You never did this before. What's wrong?" Cues the person to future action, "I'm sure you will. ..." "I know you can do it."

Denying the person's feelings: "You don't really mean that!" "You have no reason to feel that way."

Generalization: "Everybody has problems like that."

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THE EFFECT OF ANY RESPONSE DEPENDS UPON THE DEGREE OF TRUST IN THE RELATIONSHIP

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The more trust, the less binding effect from any response.

*Adapted from Wallen, John, Systematic and Objective Analysis of Instruction. Portland, Oregon: Northwest Regional Educational Laboratory, 1965, page 93.

MODULE I. SETTING THE STAGE

TEACHER EVALUATION FOR PROFESSIONAL GROWTH

Summary and Assignment

Summary:

1. Teacher evaluation as practiced in most schools was not a satisfactory growth producing activity to either teachers or administrator.
2. NWREL researchers found five keys to teacher evaluation for professional growth: attributes of a) the teacher. b) the evaluator, c) the performance information, d) feedback provided, and e) the evaluation context.
3. Teachers and administrators can arrive at a common vision of good teaching through open communication.
4. Training provides a model of teacher evaluation for growth.
5. The planning conference, requiring trust and open communication between teacher and observer, has important aspects to consider.

Assignment:

Hold a preobservation planning conference with a fellow educator using the information given in this module. Observe the class and record behavior using an anecdotal method. Data should be descriptive with all judgment withheld. Afterwards, give the data to the teacher for analysis and interpretation.

(H-I-5)

TEACHER EVALUATION FOR GROWTH

Setting the Stage

Module I Evaluation

		VERY INEFFECTIVE	SOMEWHAT INEFFECTIVE	NOT SURE	SOMEWHAT EFFECTIVE	VERY EFFECTIVE
1.	What overall rating of effectiveness would you give this module in meeting the outcomes identified earlier?	1	2	3	4	5
2.	How effective were the transparencies in providing you with an understanding of the topic?	1	2	3	4	5
3.	How effective were the handouts in providing you with an understanding of this topic?	1	2	3	4	5
4.	How effective was the process or design used in this module in helping you to understand the topic?	1	2	3	4	5
5.	How effective were the activities and information provided in helping you plan for a teacher evaluation program for growth?	1	2	3	4	5
6.	How effective were the trainers in presenting the information and skills in this module?	1	2	3	4	5

1. What activities in this training session were most effective in understanding the concepts presented in this module?

2. What specific recommendations would you make for subsequent training sessions of this module?

3. Do you have other comments?

(T-I-1)

WORKSHOP THEMES

- Use a team approach
- Gather useful information on teaching performance
- Encourage commitment to improvement
- Link evaluation to professional development

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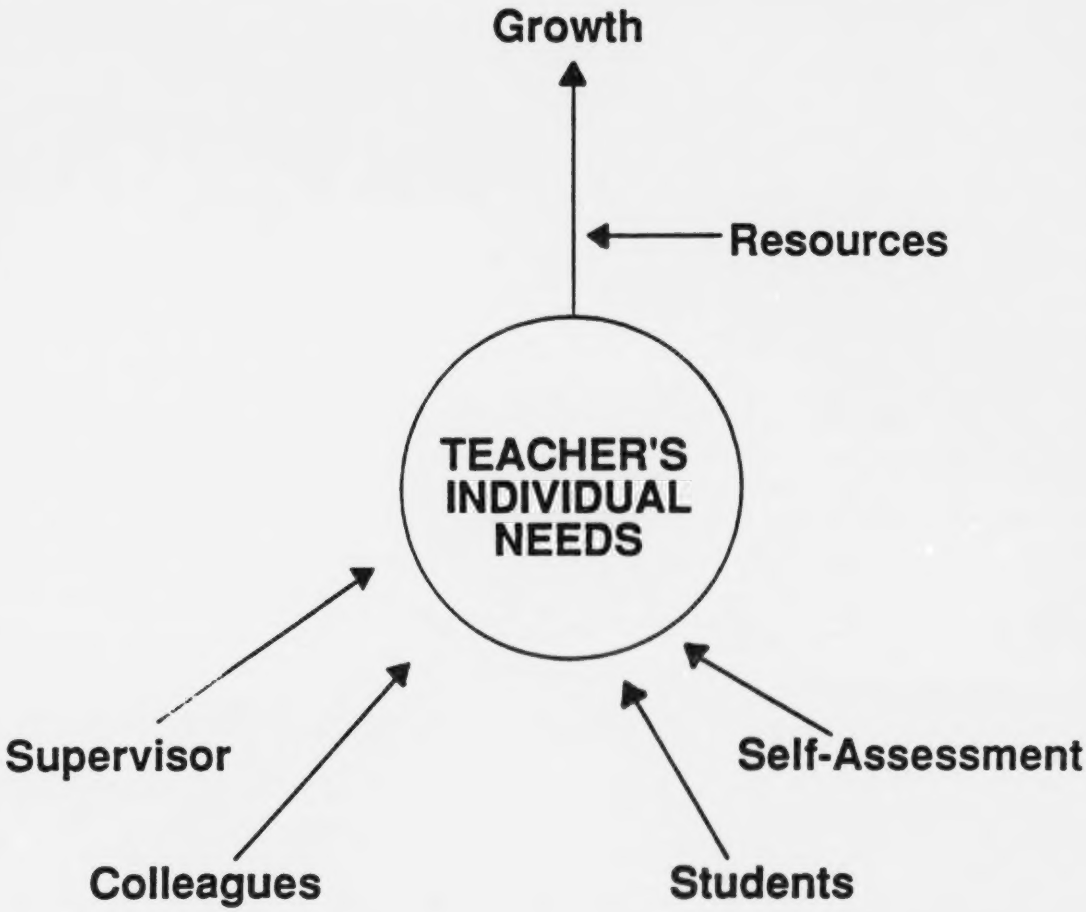
(T-I-2)

TEACHER-CENTERED EVALUATION



Growth

Resources

TEACHER'S INDIVIDUAL NEEDS

Supervisor

Colleagues

Students

Self-Assessment

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TEACHER SUGGESTIONS

- More collegial observation
- More self evaluation
- Better performance criteria
- More frequent observations
- Better evaluation training for supervisors
- Better observation techniques
- Effective communication
- Emphasis on improvement as opposed to accountability
- Link to inservice training

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(T-I-4)

ADMINISTRATOR SUGGESTIONS

- More trust
- More time
- More cooperation (versus adversary)
- More training
- Increased staff involvement
- District emphasis on improvement
- Accountability for evaluation

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(T-I-5)

BARRIERS TO EFFECTIVE EVALUATION

1. Lack of Skills
    - Evaluating
    - Communicating
2. Insufficient Time
3. Processes Promote Due Process; Inhibit Professional Development
4. Trust is Lacking

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KEYS TO PROFESSIONAL GROWTH

Attributes of:

- The Teacher
- The Evaluator
- Evaluation Procedures
- Feedback Provided
- Evaluation Context

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(T-I-7)

TEACHER EVALUATION PROFILE (TEP)

A Program Evaluation Instrument that:

- Describes the environment of teacher evaluation
- Evaluates the growth producing potential
- Diagnoses specific problems
- Provides a training focus
- Tracks change over time

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TEACHER EVALUATION RESEARCH RESULTS

- Teacher Evaluations Rarely Promote Growth
- Teachers can Grow from Sound Evaluation
- The Same Evaluation System Cannot Serve Both Growth and Accountability Purposes
- Keys to a Sound Growth System

  --Teacher open to change

  --Evaluator who has credibility

  --Sound data collection procedures

  --Effective feedback

  --Growth oriented district context
- District Procedures and Practices can Change to Promote Growth

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KEYS TO TRAINING

1. Participate in all segments of the training

2. Do the assignments

3. Interact with one another

4. Talk with trainers

5. Trust each other

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IMPORTANT ASPECTS OF THE PLANNING CONFERENCE

- Use a preobservation planning guide
- Keep it informal
- Understand conditions
- Articulate intentions
- Avoid concentrating on problem areas
- Decide on observation tool

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PREOBSERVATION PLANNING GUIDE

- Learning Objectives of the Lesson
- Student Pre-Knowledge
- Anticipated Interactions
- Questioning Strategies
- Assessment Methodology
- Class Climate
- Special Concerns
- Desired Observation Focus

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MODULE II. COLLECTING OBSERVATIONAL DATA

"OBSERVING IS MUCH MORE THAN SEEING. OBSERVING INVOLVES THE INTENTIONAL AND METHODICAL VIEWING OF THE TEACHER AND STUDENTS. OBSERVING INVOLVES PLANNED, CAREFUL, FOCUSED AND ACTIVE ATTENTION BY THE OBSERVER."

R. HYMEN, SCHOOL ADMINISTRATOR'S HANDBOOK OF TEACHER SUPERVISION AND EVALUATION METHODS

MODULE II OVERVIEW

COLLECTING OBSERVATIONAL DATA

When teachers are given specific, accurate, descriptive data on classroom instruction, particularly when the focus is on aspects the teacher selected, there is motivation to change, take risks, and improve classroom instruction. Therefore, to facilitate teachers' professional growth, classroom observation must be teacher directed, specific, and accurate. Module II informs participants of the kinds of classroom behavior that can be recorded through observation, familiarizes them with the use of a number of common observational tools, and demonstrates the utility of teacher-made observation tools.

Anticipated Outcomes:

Participants will -

(1) learn various methods of collecting observational data

(2) learn how to select an appropriate observational tool

(3) learn the advantages and disadvantages of various data collecting methods

(4) understand the characteristics of good data

(5) design observation tools, use them, and critique them

MODULE II AGENDA

Activity	Purpose
Introduction, Agenda Sharing, Debriefing	o to introduce or reacquaint trainer and participants o to review agenda items and allow for comments and questions o to allow participants to share observation experience
Methods of Collecting Data	o to familiarize participants with common data collecting methods o to provide practice using Selective Verbatim
Using Observation Tools	o to provide practice in using observation tools o to clarify the characteristics of good data o to provide practice in designing and critiquing observation tools
Summary, Assignment, and Evaluation	o to summarize module o to assign observation task o to allow participants to evaluate module

Module II: TRAINING AGENDA
Approximate time: 2 hours, 30 minutes

Activity	Time	Materials
1. Introduction, Agenda Sharing, Debriefing o introduce self and co-trainer o participants introduce selves if appropriate o distribute Module II Overview and Agenda o present overview of module activities o ask for questions o discuss concerns o teams form to share observation experiences from Module I assignment o each group selects spokesperson o groups report o record comments on chartpack o facilitate discussion	35 min.	**Handout:** Module II Overview (H-II-1)
2. Methods of Collection o explain concept of descriptive versus judgment	40 min.	**Transparencies:** Descriptive/Judgment (T-II-1) Methods of Collection (T-II-2)

o present lecturette on methods of collecting data o present lecturette on selective verbatim o ask for questions o pass out observation forms o ask teams to determine a verbal interaction to record o participants record data from video o facilitate discussion on data gathering o summarize activity		Selective Verbatim Suggestions (T-II-3) **Handouts:** Selective Verbatim Transcript (H-II-2) Observation Form (H-II-3) Wide Lens Approach (H-II-4 opt.)
3. Using Observation Tools o distribute packet of observation tools, explain o teams meet, each member chooses a tool to use o participants record data from video tape o facilitate discussion o distribute packet of mapping tools, explain o present lecturette on good data o ask for questions	65 min.	**Handouts:** Packet of Observation Tools (H-II-5,6,7,-8,9,10) Packet of Mapping Tools (H-II-11,12,13) Classroom Situations (H-II-14-opt.) **Transparencies:** Characteristics of Good Data (T-II-4) Observation Tool Critique (T-II-5)

- distribute blank paper and ask participants to design an observation tool to be used in a specific classroom
- participants design tool
- teams meet and share designs
- team selects one design to put on transparency and share with large group
- designs shared using overhead
- facilitate discussion

4. Summary, Assignment and Evaluation

10 min.

Handouts:
Module II Summary and Assignment (H-II-15)
Evaluation Forms (H-II-16)

- distribute handouts
- respond to questions
- distribute evaluation forms and collect on completion

NOTE: Training supplies and equipment needed for Module II:

- Overhead Projector
- Video Cassette Recorder
- Classroom Observation Videotapes (2)
- Chartpack
- Marking Pens
- Transparency Pens
- Blank Transparencies
- Paper and Pencils for Participants
- Videotape of Teaching Segments

MODULE II

INTRODUCTION

AGENDA SHARING AND DEBRIEFING

Purpose:

1. To introduce or re-acquaint trainers and participants
2. To review agenda items and allow for comments and questions
3. To allow participants to share observation experience

Procedure:

1. If this is the first meeting, trainer introduces self and co-trainer and has participants give name, position, and school.
2. Trainer explains purpose of training and describes where participants are in the course.
3. Trainer distributes Module II Overview and Agenda (H-II-1), goes over agenda, and asks for questions or concerns.

   Option: Agenda may be written on chartpack.
4. Teams as formed in Module I meet for 15 minutes to discuss observation experiences from assignment in Module I. Spokesperson is selected to present highlights.
5. Spokespersons report to large group as trainer writes comments on chartpack.
6. Trainer facilitates discussion as appropriate.

NOTES:

MODULE II

METHODS OF COLLECTING DATA

Purpose:

1. To familiarize participants with common data collecting methods
2. To provide practice using Selective Verbatim

Procedure:

1. Trainer presents lecturette on methods of collecting data.

POSSIBLE SCRIPT (adapt as needed to fit context)

Classroom activity can be recorded in many different ways. The teacher and observer will determine in the planning conference the methodology to use. The observer functions a great deal as a video recorder would. The video camera simply records what it sees and hears but makes no judgments or inferences. The same should be true for the observer who records descriptive, not judgmental, data. For example, descriptive data might read "Teacher called on three girls and eight boys." Judgmental data of the same classroom event might read "Teacher favors boys."

The following presents sentences taken from observation data. Are they descriptive or judgmental? (T-II-1) (Trainer has participants respond to each statement.)

DESCRIPTIVE vs JUDGMENT

- Teacher takes five minutes to take roll; three changes made as students arrive late. (descriptive)
- Visual aids used in presentation are too small. (judgmental)
- Teacher's tone of voice is harsh and eyes are unfriendly. (judgmental)
- Teacher spent 30 minutes of classtime seated at desk. (descriptive)
- Teacher handles discipline well. (judgmental)

- Three students expressed inability to read handwriting on board. (descriptive)

Careful attention is needed to objectively record only what is said and done. This is difficult to do. Much depends on the observation tool selected and the information shared in the planning conference.

The following are commonly used methods to record classroom instruction: (T-II-2)

METHODS OF DATA COLLECTION

1. Verbatim
   (A written record of verbal interaction in the classroom. Practice is necessary to develop the skill of taking verbatim. Observers find that developing a personal shorthand style is helpful.)

2. Selective Verbatim
   (Selects only one part of the verbal exchange such as the teacher's questions, control statements, positive reinforcement, etc.)

3. Videotaping
   (Collect now; view later; particularly valuable when the tape is left with the teacher.)

4. Audio taping
   (Often used in conjunction with a classroom observation to support a written record. Placement of machine is crucial.)

5. Wide Angle Notation
   (Brief descriptive notes on classroom instruction and management with comments giving overall impressions.)

6. Observing Behavior
   (Descriptive recording of what is said and done in a classroom, usually restricted to certain behaviors.)

   a. Counting - (how many)

   b. Coding - (what kind, not as descriptive as counting)

   c. Checking - (checking if something is present or absent; problems occur when shades of gray exist and yes/no answer is not applicable)

d. Rating - (based on established criteria on each rating of the scale)

e. Mapping - (map of the classroom is drawn and data is entered showing physical movement or verbal exchange)

2. Trainer asks for clarification questions.

3. Trainer explains Selective Verbatim.

Example: Selective Verbatim is a relatively simple method of recording observation data and provides the teacher and observer with valuable information. During the preobservation conference, the observer and teacher select one aspect of verbal exchange on which to collect data. Among the selections might be teacher's questions, student responses, management statements, or habitual remarks. The observer only records the agreed upon data.

The data are specific and nonjudgmental and provide the teacher with a pattern of data that focuses on an area of particular interest or concern. Because it is selective, concentrating on only one part of the verbal interaction, other important activities or events occurring in the classroom are omitted. The observer often discusses with the teacher the option of noting other events that occur.

Selective verbatim notes can be recorded on any kind of blank paper as they really do not need a specific format. However, the selective verbatim transcript I am passing out uses a special form that allows pertinent information to be included at the top. (Trainer distributes Selective Verbatim transcript H-II-2.) The teacher and observer have agreed that the observer will record the teacher's positive comments and feedback to students. In recording, the observer noted the time and the positive or encouraging remarks given to students. This form also allows for observer comments in the right column.

Option: An alternate suggestion is the use of the Wide Angle Notation observation tool.

Example: Another method of observation is commonly called "wide angle." The wide angle notation records activities as they occur in the classroom. General comments are written on a form such as the one being passed out. Care should be taken to insure the objectivity of the comments.

4. Trainer distributes Selective Verbatim form (H-II-3) and/or Wide Lens Approach (H-II-4 opt.).

5. Trainer asks participants in teams to determine a classroom verbal interaction to record using selective verbatim (or to prepare to practice wide lens approach) while watching a video tape of a class in session.

   Example: Now you will have the opportunity to record data using selective verbatim (or wide lens approach) while watching a video of an instructional situation. In your teams, determine some form of verbal interaction (if using selective verbatim) for each team member to record. Some suggestions are as follows: (T-II-3)

   SELECTIVE VERBATIM

   - Teacher Questions
   - Student Questions
   - Positive Reinforcement
   - Student Responses
   - Control Statements
   - Habitual Remarks
   - Off Task Digressions

   If the interaction becomes so rapid that it is difficult to record all remarks, record an incomplete phrase, statement, or question, and use a notation to show where some material was omitted.

6. Trainer plays video tape; approximately five to ten minutes. Participants record selected verbal interactions.

7. Trainer debriefs after activity centering on the usefulness of the method when the focus is chosen carefully.

NOTES:

MODULE II

USING OBSERVATION TOOLS

Purpose:

1. To provide practice using observation tools
2. To clarify the characteristics of good data
3. To provide practice in designing observation tools

Procedure:

1. Trainer distributes packet of observation tools and explains their use. (H-II-5,6,7,8,9,10)

   Example: To provide meaningful data that will result in the improvement of instruction, the observation tool is selected by the teacher and observer in the planning conference. The specific data gathering instrument used depends upon the classroom behaviors to be observed and recorded.

   Consideration is given to the lesson that the teacher will be teaching, the physical arrangement of the room, the skill levels of the students, the teaching strategies to be used, and the particular concerns or interests of the teacher.

   The observation tools being distributed are regularly used in the classroom and provide meaningful data to the teacher. (Review each of the data gathering instruments in the packet and discuss how they can be used in a classroom.)

   (H-II-5) Teacher Use of Time - (Records amount of teacher time spent in various activities such as classroom business, discipline, individual instruction, group instruction, assessment, teacher non-interactive.)

   (H-II-6) Teacher Questioning and Response Behavior - (Records number of questions asked, kinds of questions, and responses.)

   (H-II-7) Behavior Management - (Records nature and number of class disciplinary occurrences with student and teacher reactions.)

(H-II-8) Teacher Behavior Tally - (Tallies a variety of teacher behaviors from smiling to correcting student's behavior.)

(H-II-9) Student Classroom Activities - (Records number of times focus shifted in class and amount of time used in such transitions.)

(H-II-10) Classroom Discussion - (Records teacher and student interaction in a discussion activity.)

2. Trainer instructs participants to review tools in teams, each member selecting one to use while watching a classroom video.

3. Trainer shows video, approximately five to ten minutes. Each participant records observation data using one of the tools in packet.

4. After the video, trainer elicits comments and facilitates discussion concerning observations

   Example: Recording data in a classroom is more than simply observing and listening. It takes concentration and professional knowledge. Though notes are to be descriptive and objective, sometimes the observer is required to distinguish between positive and neutral feedback or to determine whether a response was antagonistic or friendly. "Joking" to one person may be "ridicule" to another. At times it may be difficult to decide whether a teacher is ignoring misbehavior or is unaware of it. When instances such as these are in question, the observer simply notes the occurrence without casting judgment. These questions are clarified at the post observation conference.

5. Trainer distributes the second packet of observational tools and explains how each is used. (H-II-11, 12, 13)

   Example: The second packet of data gathering instruments contains examples of observation tools that require the observer to draw a map of the classroom. The data collected covers a wide range of classroom activities and, in some instances, includes noting behaviors that are happening all over the room simultaneously.

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(H-II-11) At Task - (This tool records the activity of every student in the class in three or four minute sweeps.)

(H-II-12) Verbal Flow Between Teacher and Students - (Through arrows and a coding system, this tool records the verbal interaction between the teacher and individual students.)

(H-II-13) Physical Movement - (The movement around the classroom by students and teachers is recorded and timed.)

6. Trainer gives presentation on characteristics of good data.

   Example: The purposes for taking observation data are to improve instruction and promote professional growth. It must be perceived by the teacher to be accurate, honest, and unbiased. Only then will the teacher be able to interpret the data and plan strategies to bring about improvement. Observation data, if accurately and objectively recorded, will meet the following criteria: (T-II-4)

CHARACTERISTICS OF GOOD DATA

- DEPENDABLE
  (Accurately describes the trait or characteristic you intend to measure.)
- RELATIVELY OBJECTIVE
  (Using professional knowledge, observer attempts to record as objectively as possible. The test is to have two people observe the same class independently. They should arrive at the same conclusions.)
- REPRESENTATIVE
  (Enough information to be sure, large enough sample to be consistently representative.)
- COMMUNICATION VALUE
  (Results of data can be clearly understood and used by teacher.)

- REASONABLE COST
  (Data gathered and analyzed in reasonable time. Time is precious to both teachers and administrators. If the process takes up too much time, it will no doubt be eliminated from everyone's schedule as a matter of necessity.)

7. Trainer asks for clarification questions.

8. Trainer passes out sheets of blank paper and makes sure everyone has a pen or pencil.

9. Trainer asks participants to think of a specific classroom situation and, in their teams, develop an observation tool to record behavior.

   Example: As a team, think of a particular classroom situation. If you are a teacher, envision your own classroom and students. Consider some aspect that merits observation. If you are an administrator, think of a classroom situation you have observed where you felt that the instrument you were using could be improved or changed to address a particular need.

   As a team, come to a consensus as to the particular behavior you will be observing. Keep in mind the various instruments that have been shared with you and develop an instrument that will record the behaviors your team wishes to examine.

   Option: Trainer has the option of using the handout on Classroom Situations (H-II-14 opt). If using this handout, the teams design an observation instrument to record data on one of the situations presented in the handout.

10. Trainer asks the teams to critique their classroom observation instrument using the following guidelines: (T-II-5)

    OBSERVATION TOOL CRITIQUE

    How is the desired behavior measured?

    In what way is the observed behavior a key to classroom learning.

How will behavior be recorded?

What evidence is there that the teacher will be able to:

- o Understand the data
- o Interpret the results

11. Each team transfers the team's observation tool to a transparency and, at the overhead projector, explains the tool and its use to the large group. Modifications may be made in the original as suggested by the group.

12. Trainer facilitates discussion on the uses of data gathering instruments and responds to questions.

NOTES:

MODULE II

SUMMARY, ASSIGNMENT, AND EVALUATION

Purpose:

1. To present main points of module
2. To give observation assignment
3. To allow participants to evaluate module

Procedure:

1. Trainer distributes Module II Summary and Assignment (H-II-15).
2. Trainer reviews main points of module and assignment and answers questions.

Summary:

1. Various methods exist for collecting observation data. Each can provide descriptive data on classroom instruction.
2. All observation data must be descriptive (simple description of what is said and done) rather than judgmental.
3. Observation tools facilitate the collection of data and may be designed by the teacher and observer working collaboratively.
4. Good observation data should meet five criteria:
    - a. Dependable
    - b. Objective
    - c. Representative
    - d. Communicative
    - e. Cost effective

Assignment:

Using an observation tool devised from the information given in this module, record data in the classroom of a fellow educator. Conduct a planning conference before the observation to determine the focus and develop an observation tool. Discuss the results of the observation in a nonjudgmental feedback conference.

3. Trainer passes out Evaluation Forms (H-II-16) and collects on completion.

NOTES:

MODULE II OVERVIEW

COLLECTING OBSERVATIONAL DATA

When teachers are given specific, accurate, descriptive data on classroom instruction, particularly when the focus is on aspects the teacher selected, there is motivation to change, take risks, and improve classroom instruction. Therefore, to facilitate teachers' professional growth, classroom observation must be teacher directed, specific, and accurate. Module II informs participants of the kinds of classroom behavior that can be recorded through observation, familiarizes them with the use of a number of common observational tools, and demonstrates the utility of teacher made observation tools.

Anticipated Outcomes:

Participants will -

(1) learn various methods of collecting observational data

(2) learn how to select an appropriate observational tool

(3) learn the advantages and disadvantages of various data collecting methods

(4) understand the characteristics of good data

(5) design observation tools, use them, and critique them

(H-II-1)

MODULE II AGENDA

Activity	Purpose
Introduction, Agenda Sharing, Debriefing	o to introduce or reacquaint trainer and participants o to review agenda items and allow for comments and questions o to allow participants to share observation experience
Methods of Collecting Data	o to familiarize participants with common data collecting methods o to provide practice using Selective Verbatim
Using Observation Tools	o to provide practice in using observation tools o to clarify the characteristics of good data o to provide practice in designing and critiquing observation tools
Summary, Assignment, and Evaluation	o to summarize module o to assign observation task o to allow participants to evaluate module

SELECTIVE VERBATIM

CLASSROOM OBSERVATION

(H-II-2)

TEACHER: Susan Arndt
DATE: 11-10-88
TIME: 8:30 - 9:20
LESSON: Short Story discussion

OBSERVATION DATA: teacher - positive feedback and comment

TIME	DATA	COMMENTS
8:35	Good, almost everyone read the story last night.	Smiles, nods
8:38	Pretty good, Jon, but you left out one important thing in the plot.	Uses "good" a great deal
8:39	Right! Good!	
8:42	That's good thinking	
8:50	I want to hear from some of the bright people in the back. Sandra?	
8:52	Good answer	
8:55	This new story is hard, but you guys are smart enough to figure it out.	

SELECTIVE VERBATIM

(H-II-3)

CLASSROOM OBSERVATION

TEACHER: ______________________________

DATE: ______________________________

TIME: ______________________________

LESSON: ______________________________

OBSERVATION DATA: ______________________________

TIME	DATA	COMMENTS

(H-II-4)

CLASSROOM OBSERVATION RECORD

A WIDE LENS APPROACH

TEACHER______________________________
CLASS________________________________
LESSON TAUGHT____
____
DATE AND TIME OF OBSERVATION____

INSTRUCTION AND ACTIVITIES:

CLASSROOM MANAGEMENT:

COMMENTS (TIME, MATERIALS, INTERACTION, MANNERISMS):

____
Supervisor

Teacher Use of Time

Teacher: __________ Observer: __________ Date: __________

Subject: __________ Lesson: __________

Directions: *Using five minute sweeps, note time and describe the activity in the box provided.*

Time:	**Class Business (roll, lunch count)**	**Management (discipline)**	**Individual Instruction/Interaction**	**Group Instruction/Interaction**	**Assessment (tests, quizzes) Informal Evaluation**	**Teacher Non-Interactive**

Comments: __________

(H-II-5)

Teacher Questioning and Response Behavior

Teacher: ______________________ Observer: ______________________
Date: ______________________ Subject: ______________________
Activity: ____

Directions: Write each question asked by the teacher and fill in the blanks using the following codes:

Question
Write verbatim or in abbreviated form.

Kind
K = Knowledge (facts from memory)
U = Utilization (using knowledge to comprehend, apply, or analyze)
C = Creative (synthesizing to arrive at a conclusion; making a judgement)

Student Response
A = Answer
N = No Answer
Q = Asks for Clarification

Teacher Response
A = Accepts
P = Praises
PB = Probes
NR = None (no response)
NEG = Negates
GA = Gives Answer
REP = Repeats or rephrases the answer

Question Follow
REP = Question repeated or rephrased
RED = Question redirected

Question	Kind	Student Response	Teacher Response	Question Follow

Behavior Management

Teacher: ______________________ Student: ______________________

Observer: ______________________ Date: ______________________

Activity: ______________________

Directions:
1) Record time of misbehavior.
2) Describe each misbehavior in the box provided.
3) Check teacher and student responses in the box having the same number.
4) More than one teacher or student response may be checked for a single misbehavior.

Time	
	1.
	2.
	3.
	4.
	5.
	6.
	7.
	8.
	9.

Teacher Response			Student Response		
Ignores			Talks back		
1.	2.	3.	1.	2.	3.
4.	5.	6.	4.	5.	6.
7.	8.	9.	7.	8.	9.
Verbal correction			Continues behavior		
1.	2.	3.	1.	2.	3.
4.	5.	6.	4.	5.	6.
7.	8.	9.	7.	8.	9.
Nonverbal communication			Stops behavior		
1.	2.	3.	1.	2.	3.
4.	5.	6.	4.	5.	6.
7.	8.	9.	7.	8.	9.
Questions behavior			Antagonistic		
1.	2.	3.	1.	2.	3.
4.	5.	6.	4.	5.	6.
7.	8.	9.	7.	8.	9.
Removes from room			Passive		
1.	2.	3.	1.	2.	3.
4.	5.	6.	4.	5.	6.
7.	8.	9.	7.	8.	9.

(H-II-8)

Teacher Behavior Tally

Teacher: ____________________ Observer: ____________________
Date: __________ Subject: ____________________ No. of Students: ________
Lesson: ____

Directions: *Tally in the space at left each time you observe the behavior indicated.*

Instructional Activity

________ 1. Answered a question
________ 2. Asked a question
________ 3. Helped individual student
________ 4. Demonstrated on chalkboard or overhead
________ 5. Lectured
________ 6. Reviewed
________ 7. Tested
________ 8. Gave directions

Managerial Activity

________ 9. Corrected behavior
________ 10. Distributed handouts
________ 11. Collected materials
________ 12. Handled classroom business

Verbal Feedback

________ 13. Disapproved
________ 14. Encouraged
________ 15. Praised
________ 16. Called student by name

Body Language

________ 17. Smiled
________ 18. Frowned
________ 19. Laughed
________ 20. Showed Anger
________ 21. Gestured with hands
________ 22. Moved around the room
________ 23. Sat down

Summary Notes:

Student Classroom Activities

Teacher: ______________________ Observer: ______________________________ Date: ______________________

Subject: ______________________ No. of Students: ________ Lesson: ____

Directions: *Check those activities taking place during 5 minute sweeps. More than one activity per sweep may be checked.*

Time	Seatwork	Class Discussion	Listening to Teacher	Testing	Audio Visual Presentation	Student Presentation	Handouts	Textbook	Learning Games

Comments: ____

____

____

Classroom Discussion Observation Flow Chart Code

Teacher:____________________ Observer:____________________

Date:____________ Subject:____________ No. of Students:________

Discussion Topic:____

•	Student raises hand
|	Teacher calls on or communicates with student
—	Student comments (not elicited by teacher)
+	Teacher calls on student and gets response
Φ	Teacher calls on student and gets no response
✛	Student raises hand, and teacher calls on student and receives response

Directions: *Draw enough squares below to represent student desks in the classroom. Symbols above are written inside desks during discussion. If known, names of students may be written under desk squares.*

(H-II-11)

At Task Observation

Teacher:____________________
Date/Time:____________________
Lesson:____________________
Observer:____________________

	Time	**Activity**
1.	10:05	Introduction
2.	10:08	Lecture
3.	10:11	Lecture
4.	10:14	Student Report
5.	10:17	Student Report

Legend
A. At Task
B. Other Schoolwork
C. Talking
D. Out of Seat

Susan
1.A 4.A
2.A 5.C
3.A

Dawn
1.A 4.A
2.A 5.C
3.A

Mel
1.B 4.A
2.B 5.D
3.A

Donald
1.A 4.B
2.A 5.A
3.B

Harry
Absent

Gloria
1.C 4.A
2.D 5.A
3.C

Karen
1.A 4.B
2.A 5.A
3.B

Debbie
1.C 4.A
2.B 5.A
3.A

Comments:
____
____
____
____
____
____

(H-II-11)

AT TASK

AT TASK: Used to provide data in whether individual students are engaged in the task or tasks that the teacher considers appropriate for the lesson being presented.

The following steps must be completed to use this technique:

1. The observer constructs a seating chart of the classroom, noting placement of student desks or table.
2. Students are identified on the chart by name or some other identifying characteristic.
3. A legend is created to identify on task behavior and inappropriate behavior.
4. The observer visually scans or "sweeps" the classroom noting students on task, doing what the teacher considers appropriate. For example, where marking 1A on the student's chart means that it is the first (1) visual sweep and the A refers to At Task behavior. If the student is not on task, the observer indicates this by recording 1B, 1C, or 1D.
5. Step 4 is repeated at regular intervals of 3 or 4 minutes for the duration of the observation
6. The time of each sweep should be noted with the classroom activity identified.

Adapted from Acheson, Keith A. Techniques in the Clinical Supervison of Teachers Preservice and Inservice Applications. New York: Longman, 1987.

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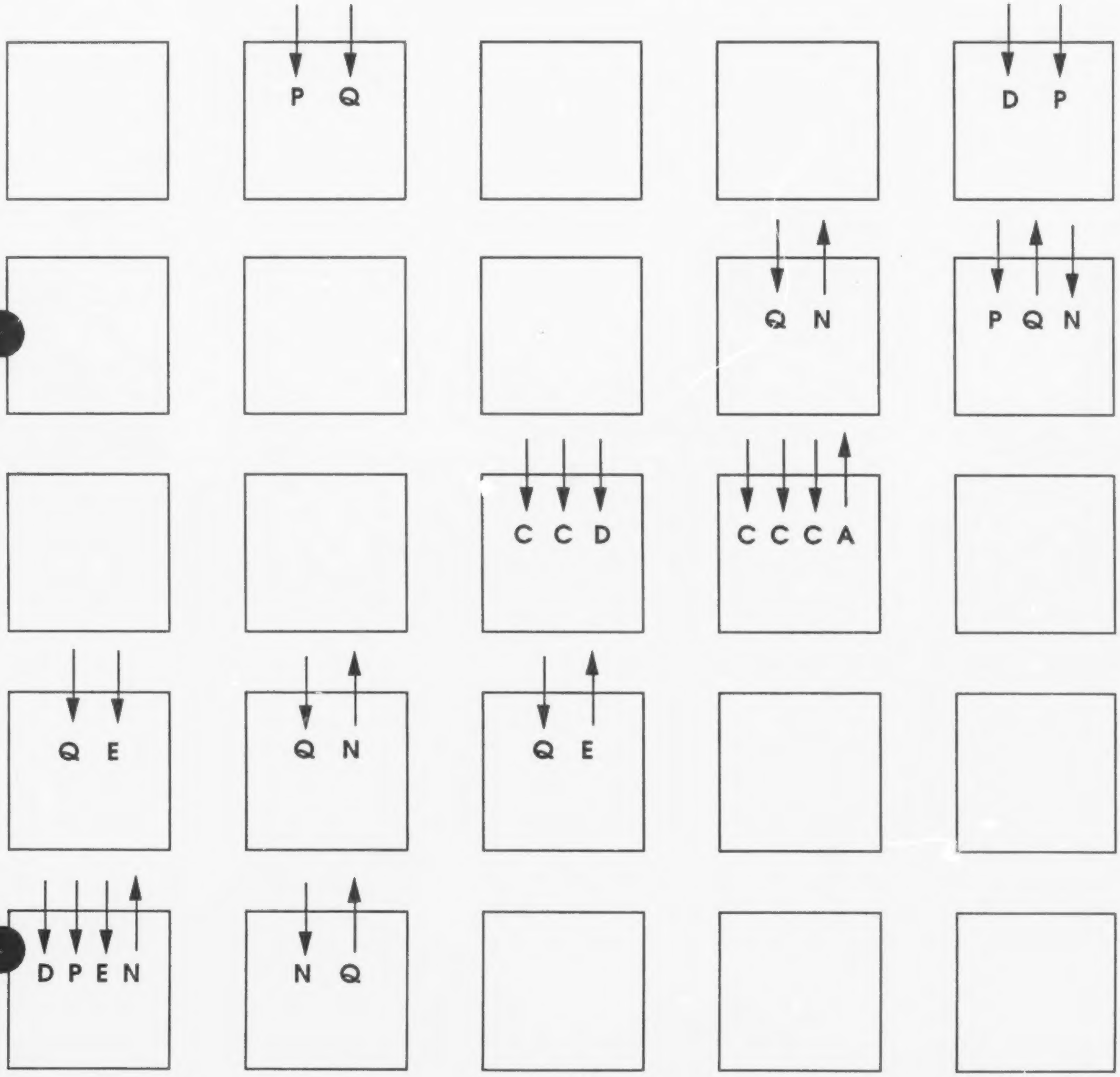
(H-II-12)

Verbal Flow Between Teacher and Students

Key: ↓ = Teacher ↑ = Student Q = Question P = Praise
D = Directive C = Control Statment N = Neutral
A = Antagonistic E = Encouraging

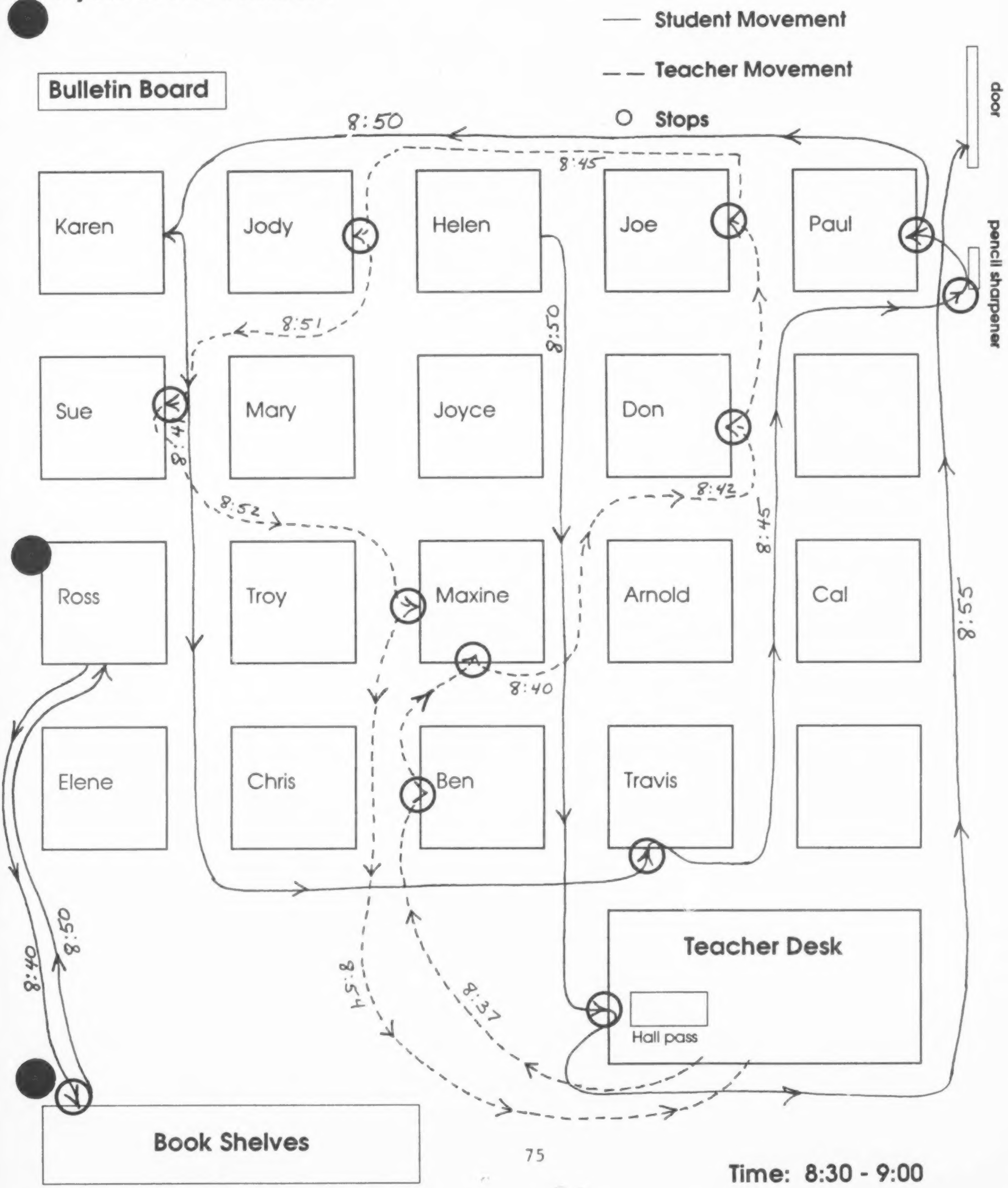

P Q
D P
Q N
P Q N
C C D
C C C A
Q E
Q N
Q E
D P E N
N Q

VERBAL FLOW

VERBAL FLOW BETWEEN TEACHER AND STUDENTS: Used to record verbal interaction between the teacher and individual students in a discussion situation.

- Construct a seating chart noting teacher/student desks.
- Teacher remarks to individual students, as opposed to those directed to the entire class, are indicated by small arrows pointing downward and entering the desk square of the student addressed. At one end of the arrow is a code letter(s) representing the kind of remark made.
- Student remarks directed to the teacher are indicated by arrows pointing upward and originating within the desk square of the student speaking. They, too, have a code letter(s) at one end denoting the kind of remark made.
- A key to the code is at the top of the map and may be modified to reflect the interests of the teacher involved.

Physical Movement


Student Movement
Teacher Movement
Stops
door
pencil sharpener
Bulletin Board
Karen
Jody
Helen
Joe
Paul
Sue
Mary
Joyce
Don
Ross
Troy
Maxine
Arnold
Cal
Elene
Chris
Ben
Travis
Teacher Desk
Hall pass
Book Shelves
8:50
8:45
8:51
8:50
8:47
8:42
8:52
8:45
8:55
8:40
8:40
8:50
8:54
8:37
Time: 8:30 - 9:00

(H-11-13)

PHYSICAL MOVEMENT

PHYSICAL MOVEMENT - Used to record the physical movement of both students and teacher as they move around the classroom during an observation period.

- Draw a detailed map of the classroom including teacher desk, students' desks, pencil sharpener, bookshelves, chalkboard - anywhere in the room a student or teacher might visit. Include all doors as well.
- Teacher movement and student movement are recorded by dotted or continuous lines as noted on the observation form.
- At each new movement, the time is recorded near the line.
- Stops are indicated by circles.
- Names of students, if known, may be written inside each desk.

(H-II-14-opt)

CLASSROOM SITUATIONS

Situation 1. The students in a sixth grade classroom are in the teacher's words "driving me crazy". Talkouts and other disruptive behaviors on the part of five or six students are hampering the learning of the entire class. The teacher is unable to speak without interruption, and constant inappropriate behavior keeps students from classwork.

Situation 2. Students in a large high school photography class are frustrated because lack of sufficient equipment creates impatient waiting lines to use the darkroom, the cameras, the mounting supplies. This situation has led to vandalism and horseplay.

Situation 3. A fourth grade teacher is attempting to use peer tutoring by encouraging her students to help each other with seatwork. She is concerned, however, that this may lead to off-task behavior and that some unpopular students might be neglected.

MODULE II. COLLECTING OBSERVATIONAL DATA

SUMMARY AND ASSIGNMENT

Summary:

1. Various methods exist for collecting observation data. Each can provide descriptive data on classroom instruction.
2. All observation data must be descriptive (simple description of what is said and done) rather than judgmental.
3. Observation tools facilitate the collection of data and may be designed by the teacher and observer working collaboratively.
4. Good observation data should meet five criteria:
    a. Dependable
    b. Objective
    c. Representative
    d. Dependable
    e. Cost effective

Assignment:

Using an observation tool devised from the information given in this module, record data in the classroom of a fellow educator. Conduct a planning conference before the observation to determine the focus and develop an observation tool. Discuss the results of the observation in a nonjudgmental feedback conference.

TEACHER EVALUATION FOR GROWTH

Collecting Observational Data

Module II Evaluation

		VERY INEFFECTIVE	SOMEWHAT INEFFECTIVE	NOT SURE	SOMEWHAT EFFECTIVE	VERY EFFECTIVE
1.	What overall rating of effectiveness would you give this module in meeting the outcomes identified earlier?	1	2	3	4	5
2.	How effective were the transparencies in providing you with an understanding of the topic?	1	2	3	4	5
3.	How effective were the handouts in providing you with an understanding of this topic?	1	2	3	4	5
4.	How effective was the process or design used in this module in helping you to understand the topic?	1	2	3	4	5
5.	How effective were the activities and information provided in helping you plan for a teacher evaluation program for growth?	1	2	3	4	5
6.	How effective were the trainers in presenting the information and skills in this module?	1	2	3	4	5

1. What activities in this training session were most effective in understanding the concepts presented in this module?

2. What specific recommendations would you make for subsequent training sessions of this module?

3. Do you have other comments?

DESCRIPTIVE vs JUDGMENT

- Teacher takes five minutes to take roll; three changes made as students arrive late
- Visual aids used in presentation are too small
- Teacher's tone of voice is harsh and eyes are unfriendly
- Teacher handles discipline well
- Three students express inability to read handwriting on board

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METHODS OF DATA COLLECTION

1. Verbatim--written record of everything said
2. Selective Verbatim--selects only one part of verbal exchange
3. Videotaping--collect now; view later
4. Audiotaping--often used in conjunction with observation to support a written record
5. Wide-Angle Notation--brief descriptive notes on classroom instruction and management with comments giving overall impressions
6. Observing Behavior--records what is said and done; usually limited to specific behaviors
    - Counting
    - Coding
    - Checking
    - Rating
    - Mapping

(T-II-3)

SELECTIVE VERBATIM

- Teacher Questions
- Student Questions
- Positive Reinforcement
- Student Responses
- Control Statements
- Habitual Remarks
- Off Task Digressions

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CHARACTERISTICS OF GOOD DATA

Dependable

Relatively Objective

Representative

Communication Value

Reasonable Cost

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OBSERVATION TOOL CRITIQUE

How is the desired behavior measured?

In what way is the observed behavior a key to classroom learning?

How will behavior be recorded?

What evidence is there that the teacher will be able to:

- Understand the data
- Interpret the results

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MODULE III. THE FEEDBACK CONFERENCE

"HOW IS IT THAT WE CAN BE SO BRUTALLY FRANK WITH KIDS AND HAVE SUCH DIFFICULTY FACING OUR EMPLOYEES WITH EVEN THE SIMPLEST PROBLEMS?"

FREDA M. HOLLEY, INDEPENDENT SCHOOL DISTRICT,
AUSTIN, TEXAS

MODULE III - OVERVIEW

PROVIDING FEEDBACK/THE POST-CONFERENCE

Having collected classroom data, the next step for observer and teacher is to analyze and interpret the results. The task is the teacher's. All data should be received by the teacher first. Because the information was recorded purely as descriptive rather than judgmental data, the data usually speaks for itself. Listening, sharing and asking for suggestions in a caring environment are valuable components of the post-conference. This module will present methods to analyze and interpret descriptive data and provide procedures for a mutally productive post-conference leading to meaningful goal setting.

Anticipated Outcomes:

Participants will -

(1) learn how to make inferences and recommendations after reviewing observation data

(2) learn the characteristics of constructive feedback

(3) learn the components of a feedback conference

(4) gain knowledge of the roles and feelings of teachers and evaluators in a post-conference

(H-III-1)

MODULE III AGENDA

Activity	Purpose
Introduction, Agenda Sharing, Debriefing	o to re-acquaint trainers and participants o to review agenda o to allow participants to share observation experience
Classroom Situation Problem Solving	o to present classroom situations o to identify behaviors for data gathering o to develop feedback based on observational data
Analyzing and Interpreting Data	o to present various methods to analyze and interpret data o to provide practice in interpreting data
The Feedback Conference	o to inform of feedback conference procedures o to provide practice and critique of the feedback conference
Summary, Assignment, and Evaluation	o to summarize main points of module o to give observation assignment o to allow participants to evaluate module

MODULE III TRAINING AGENDA
Approximate time: 2 hours

Activity	Time	Materials
1. **Introduction, Agenda Sharing, Debriefing**	20 min.	**Handout:** Module III Overview and Agenda (H-III-1)
o introductions if appropriate		
o distribute Module III Overview and Agenda		
o review agenda		
o answer questions		
o teams meet to discuss observation experience from Module II assignment		
o spokesperson reports highlights to large group		
o record highlights on chartpack		
o facilitate discussion		
2. **Classroom Situation Problem Solving**	40 min.	**Handout:** Classroom Situations (H-III-2) **Transparency:** Classroom Situation Tasks (T-III-1)
o present classroom situations		
o team selects a situation from list		
o present tasks for identifying behaviors and feedback		
o spokespersons report data gathering procedures from group		
o trainer facilitates discussions		

3. Analyzing and Interpreting Data o present lecturette on preparing for feedback conference o ask for questions o distribute lesson transcript o teams read transcript, analyze, interpret, and decide ways to improve teaching o teams report to large group o ideas written on chartpack o facilitate discussion	45 min.	**Handouts:** Keys to Data Analysis and Interpretation (H-III-3) Lesson Transcript (H-III-4) **Transparencies:** Steps in the Feedback Conference (T-III-2) Keys to Data Analysis and Interpretation (T-III-3)
4. The Feedback Conference o present lecturette on feedback o ask for two volunteers to role-play a feedback conference o use Lesson Transcript and information gained in team analysis o role-play takes place o facilitate discussion	25 min.	**Transparencies:** Feedback Conference Beliefs (T-III-4) The Feedback Conference (T-III-5)
5. Summary, Assignment, and Evaluation	10 min.	**Handouts:** Summary and Assignment (H-III-5) Evaluation Form (H-III-6)

NOTE: Training equipment and supplies needed for Module III:

- Overhead Projector
- Chartpack
- Marking Pens
- Paper and Pencils for Participants

MODULE III

INTRODUCTION

AGENDA SHARING AND DEBRIEFING

Purpose:

1. To acquaint trainers and participants
2. To review agenda
3. To allow participants to share observation experiences

Procedure:

1. Trainer distributes Module III Overview and Agenda (H-III-1) and reviews agenda with participants.
2. Trainer asks for questions and concerns.
3. Participants group in school teams, discuss observation experiences from Module II assignment, and select a spokesperson to share highlights with large group.
4. Teams report observation highlights. Trainer records comments on chart pack and facilitates discussion.

NOTES:

MODULE III

CLASSROOM SITUATION PROBLEM SOLVING

Purpose:

1. To present classroom situations
2. To identify behaviors for data gathering
3. To develop feedback based on observational data

Procedure:

1. Trainer distributes handout (H-III-2) and presents an overview of each of the classroom situations.
2. Each team of training participants selects a classroom situation from the list.
3. Trainer directs the teams to complete the following tasks. (T-III-1)

CLASSROOM SITUATION TASKS

Describe the specific behaviors to be recorded that will provide the information requested by the teacher.

Determine how the behaviors could be recorded; and which kind of observation instruments would provide objective data

Decide how the feedback, based on the recorded data, should be presented to the teacher.

CLASSROOM SITUATIONS

Situation 1

Parents of a TAG (Talented and Gifted) student have complained to a teacher that the students in the class are harrassing their child. Two or three years younger than the other students, yet more capable, the child tends to annoy his classmates with bright remarks and excellent grades. The teacher has not observed overt harrassment of the student but is concerned that it may be going on behind her back.

Situation 2

An older teacher fears his slight hearing loss may be affecting his teaching. He carries on lectures and lessons as usual but wonders if he is ignoring student comments and questions because he doesn't always hear them. Sometimes the students appear to be laughing at him, and he cannot discern the treason.

Situation 3

Lower skilled students feel the teacher is giving brighter students preferential treatment in class. The teacher cannot see why these students feel this way because he feels that he treats all students equally and fairly. The teacher would like to know if there is anything in his mannerisms or behavior that indicates discrimination.

Situation 4

A particular teacher of high school seniors is cited continuously as "my favorite teacher" by graduating seniors on a newspaper survey. The school administrator would like to know what this teacher does to merit this continued high recognition.

Situation 5

A teacher has been attempting to elicit classroom discussion of the literature read. However, students have been reluctant to respond when she calls on them. and no one seems to volunteer comments. Discussions usually end up being teacher dominated.

4. When teams have completed assigned tasks a team spokesperson reports their discussion and data gathering decisions to the large group. Trainer facilitates discussion.

NOTES:

MODULE III

ANALYZING AND INTERPRETING DATA

Purpose:

1. To present various methods to analyze and interpret data
2. To provide practice in interpreting data

Procedure:

1. Trainer presents lecturette on data analysis and interpretation.

POSSIBLE SCRIPT (adapt as needed to fit context)

Now that the data is collected, what is to be done with it? Teacher and observer must talk. Commonly called the "feedback conference," this step might bring to mind a scene of one-sided conversation in which one person, the observer, "feeds back" everything the observation data has revealed. Not true - the task of interpreting is a joint one between teacher and observer. If there is a leader, that should be the role of the teacher.

Theoretically, if the data, are accurate and clear, they could be left in the teacher's hands to interpret and to use at his or her discretion. In fact, that should be the first step. But hopefully, the information is important and valuable enough to merit discussion. Not only is the intelligent input of the observer useful, but the sharing itself assures the teacher that what he or she does in the classroom is important.

Keith Acheson and Meredith Damien Gall outline three basic steps in dealing with observation data in their book Techniques in the Clinical Supervision of Teachers: (58) (T-III-2)

STEPS IN THE FEEDBACK CONFERENCE

1. Analyzing
(looking at the data to determine what it shows without judgmental conclusions)

2. Interpreting
   (attempting to figure out why or how events occurred, looking at the effects of such events and considering options)

3. Deciding
   (what to change to improve instruction)

There are many different ways to analyze data. Keys to analysis and interpretation can be used to make feedback more meaningful: (T-III-3) (H-III-3)

KEYS TO DATA ANALYSIS AND INTERPRETATION

TREND - discover recurring patterns within a single class or happening across classes.

A teacher may use a questioning format, a means of presentation, or a response behavior that forms a repetitive pattern and dominates the instructional pattern. Look for patterns across classes where the teacher teaches the same subject more than once during the day.

Examples:

a. One teacher directs attention and calls on students only in the back half of the room. Students in the front seats are habitually ignored unless their behavior calls attention.

b. A teacher either repeats or paraphrases every student answer and follows with her own answer without redirecting the question.

CONTENT - analyze the accuracy, difficulty, relevance, and relationship of the instruction to the district curriculum guidelines.

This is where professional knowledge enters into the feedback process. If the observer is unsure of the relevancy of the observed instruction to the district program or to the skill level of the students, the observer and teacher need to review the data for appropriateness of content.

INTERACTION - determine the quality and vitality of the interaction between students, and between students and teacher.

Learning is more likely to occur in an environment that is non-threatening and encouraging yet stimulating. The verbal interaction in a classroom is a gauge for classroom climate. Are the exchanges primarily positive, exhibiting respect and kindness? Is there a balance between engaged interaction in the classroom and non-interactive opportunities for students to develop their own skills?

DISCREPANCY - find discrepancies between intended and actual results.

Objectives of the lesson were made clear in the planning conference - were they achieved? Following the classroom observation, a review by the observer and teacher of the Preobservation Planning Guide and a review of the recorded data will determine whether the discrepancy exists.

RATIO - count behaviors and set up ratios.

Ratio analysis is easily understood, easy to do, and used by most observers. Some common ratio analyses are to focus on individual students and set up a ratio for students on task to those off task; the ratio of positive comments to total comments; and the ratio of actual positive reinforcement to opportunities of possible positive reinforcement. The teacher and observer need to come to an agreement on behaviors to be recorded in the preobservation conference.

OUTCOME - measure student achievement after instruction.

With objectives clearly addressed, a teacher made test or quiz is one way to measure the effectiveness of instruction. Taking pre-knowledge of the subject into account and allowing for basic skill deficiencies, a teacher can assess fairly accurately the success or failure of the lesson. (Assessing student outcomes is addressed in Module IV.)

NULL - identify what is lacking.

To analyze missing ingredients, an observer needs to address several questions regarding a classroom observation experience. Do the students or teacher or both lack enthusiasm for the subject matter or prepared daily lesson? Is participation of all or at least most of the students apparent? Did the teacher demonstrate preparation and organization? Was there an introduction, a connection to previous learning, a summary, an assessment, and an appropriate closure? A feedback conference provides the teacher and the observer the opportunity of answering these questions and seeking alternative approaches that will improve the quality of the classroom instruction.

2. Trainer asks for clarification questions or comments.

3. Trainer distributes Lesson Transcript handout on teacher, Jane Clark, and explains. (H-III-4)

   Example: This is a lesson transcript, a record of everything that occurred in a half hour's observation of an eighth grade English class. Read the transcript carefully, and then in your teams attempt to analyze and interpret the data. Next decide what you feel this teacher could do to improve. Select someone to record the team's ideas and later report to the large group.

4. Trainer asks spokespersons to report and writes comments on chartpack.

5. Trainer summarizes activity.

   Example: Now we have all of the objective data that Jane Clark and the observer agreed upon for the lesson. An effective feedback session is one in which the teacher, Jane, has an opportunity to read and evaluate the data before the postconference session with the supervisor or colleague. When Jane can reveal her concerns, identify problems, and/or select areas for growth in her classroom instruction, the potential for growth is more likely to occur. Accuracy, clarity, and objectivity are key characteristics of a feedback conference.

NOTES:

Activity 4

MODULE III

THE FEEDBACK CONFERENCE

Purpose:

1. To inform of feedback conference procedure
2. To provide practice and critique of the feedback conference

Procedure:

1. Trainer presents lecturette on feedback conference.

   POSSIBLE SCRIPT (adapt as needed to fit context)

   Before observer and teacher enter the feedback conference, it may be necessary for each to do a self check on attitude. To assist the participants in becoming more trustworthy and to encourage a collegial relationship, the teacher and observer might enter the conference with the following beliefs: (T-III-4)

   FEEDBACK CONFERENCE BELIEFS

   Observer -

   - o This is a teacher with rights and feelings the same as mine.
   - o This teacher wants to improve and has the capacity to do so.
   - o The observation data were taken objectively and will be reviewed the same way.
   - o This meeting is not to determine the teacher's eligibility for contract renewal.

   Teacher -

   - o I am a competent teacher and would like to become an even better teacher.
   - o The observer is an equal who is helping me to improve my teaching.

- By keeping an open mind and seeking objective data, I'll gain valuable information on my teaching.

- The observation data are mine to use to improve my teaching.

EFFECTIVE FEEDBACK CONFERENCES

An effective Feedback Conference will answer the following questions: (T-III-5)

1. WHEN? The feedback conference follows the classroom observation as soon as possible. If too much time elapses between the two events, the teacher often feels that the observation event is less important than other activities.

2. WHERE? As with the planning conference, the meeting place must be a comfort area for both participants. Some suggestions for the meeting place are the teacher's classroom, the media center, or a quiet corner in the teachers' conference rooms or lounge. If the supervisor's office is used, it is suggested that a round table be used instead of the traditional setting of the supervisor and teacher facing one another on either side of the supervisor's desk.

3. WHAT? The observer begins by presenting the data for the teacher to analyze. Data should be reviewed for objectivity and assurance that the observation data and instruments are those decided upon in the planning conference.

4. WHY? Together the teacher and observer interpret the data, looking for causes, effects, and consequences. Attention should be focused upon those aspects of the observation that, when changed, will have the potential for improved classroom instruction. The observer's role is to seek the teacher's opinions and feelings about the data and the classroom observation. The teacher's role is to determine causes, effects, and consequences of actions in the classroom based upon the data. Both the teacher and observer play an important role in the interpretation of the data in order to explore alternatives.

   5. HOW? Based on the observation and feedback, decisions can be made concerning possible changes in the lesson, the objectives, classroom interactions, etc. In the feedback conference, the teacher and observer discuss options for improvement based on the data, understanding that there is rarely one "best" way. The observer may compile a list of available resources and knowledgeable professionals, e.g., professional readings, audiovisual aids, available courses, peers who teach the same or similar courses, counselors, and media specialists.

   6. NOW WHAT? At the end, the teacher and observer summarize the observation experience and resulting data with a plan for future activities.

   At the end of the conference, feedback should be viewed as a "sharing" rather than a "giving" experience.

2. Trainer asks for comments or questions and facilitates discussion.

3. Trainer asks for two volunteers to role play a feedback conference based on the Lesson Transcript of Jane Clark's eighth grade class.

   Example: Let's go back to that English teacher Jane Clark. What might occur in Jane's feedback conference? We know what happened during the observation and we have taken a transcript of the lesson. Based on the data, we've made some interpretations and suggestions. Now we are prepared to meet with Jane in a feedback conference.

4. Volunteers are given a brief time to prepare for role play.

5. Role play is presented.

6. Trainer facilitates discussion as indicated, focusing on appropriate and inappropriate behavior in the role play.

7. Trainer summarizes Feedback Conference.

   Example: The Feedback Conference is the last step in the three stages of classroom observation, but it is the first step in goal setting. Observation data, along with the interpretation and decision-making that follow, combined with other sources of data covered in detail in Module IV, become the necessary base for productive goal setting.

NOTES:

MODULE III

SUMMARY, ASSIGNMENT, AND EVALUATION

Purpose:

1. To summarize main points of module
2. To give observation assignment
3. To allow participants to evaluate module

Procedure:

1. Trainer passes out hand-out containing summary and assignment. (H-III-5)

   Summary:

   1. The task of analyzing and interpreting observation data belongs to both teacher and observer.
   2. Observation data can be interpreted by examining a number of different aspects which are keys to interpretation.
   3. The feedback conference is a "sharing" rather than a "giving" and requires certain steps as well as appropriate attitudes.

   Assignment:

   Conduct a preconference, an observation of instruction, and a feedback conference with a fellow educator. Attempt to enlist a second party to observe and record the class as well. Following the observation, compare results to validate your data.

2. Trainer reviews main points in the summary, explains assignment, and responds to questions.
3. Trainer distributes evaluation forms and collects on completion. (H-III-6)

NOTES:

(H-III-1)

MODULE III - OVERVIEW

PROVIDING FEEDBACK/THE POST-CONFERENCE

Having collected classroom data, the next step for observer and teacher is to analyze and interpret the results. The task is the teacher's. All data should be received by the teacher first. Because the information was recorded purely as descriptive rather than judgmental data, the data usually speaks for itself. Listening, sharing and asking for suggestions in a caring environment are valuable components of the post-conference. This module will present methods to analyze and interpret descriptive data and provide procedures for a mutally productive post-conference leading to meaningful goal setting.

Anticipated Outcomes:

Participants will -

(1) learn how to make inferences and recommendations after reviewing observation data

(2) learn the characteristics of constructive feedback

(3) learn the components of a feedback conference

(4) gain knowledge of the roles and feelings of teachers and evaluators in a post-conference

(H-III-1)

MODULE III AGENDA

Activity	Purpose
Introduction, Agenda Sharing, Debriefing	o to re-acquaint trainers and participants o to review agenda o to allow participants to share observation experience
Classroom Situation Problem Solving	o to present classroom situations o to identify behaviors for data gathering o to develop feedback based on observational data
Analyzing and Interpreting Data	o to present various methods to analyze and interpret data o to provide practice in interpreting data
The Feedback Conference	o to inform of feedback conference procedures o to provide practice and critique of the feedback conference
Summary, Assignment, and Evaluation	o to summarize main points of module o to give observation assignment o to allow participants to evaluate module

(H-III-2)

MODULE III

CLASSROOM SITUATIONS

Situation 1

Parents of a TAG (Talented and Gifted) student have complained to a teacher that the students in the class are harassing their child. Two or three years younger than the other students, yet more capable, the child tends to annoy his classmates with bright remarks and excellent grades. The teacher has not observed overt harassment of the student but is concerned that it may be going on behind her back.

Situation 2

An older teacher fears his slight hearing loss may be affecting his teaching. He carries on lectures and lessons as usual but wonders if he is ignoring student comments and questions because he doesn't always hear them. He feels that sometimes students appear to be laughing at him. He asks for help in determining the reason and is asking for assistance in improving the situation.

Situation 3

Lower skilled students feel the teacher is giving brighter students preferential treatment in class. The teacher cannot see why these students feel this way because he feels that he treats all students equally and fairly. The teacher would like to know if there is anything in his mannerisms or behavior that indicates discrimination.

Situation 4

A teacher of high school seniors is cited continuously as "my favorite teacher" by graduating seniors on a newspaper survey. The school administrator would like to know what this teacher does to merit this continued high recognition.

Situation 5

A teacher has been attempting to elicit classroom discussion of the literature read. However, students have been reluctant to respond when she calls on them, and no one seems to volunteer comments. Discussions usually end up being teacher dominated.

(H-III-3)

KEYS TO DATA ANALYSIS AND INTERPRETATION

TREND - discover recurring patterns within a single class or happening across classes.

CONTENT - analyze the accuracy, difficulty, relevance, and relationship of the instruction to the district curriculum guidelines.

INTERACTION - determine the quality and vitality of the interaction between students, and between students and teacher.

DISCREPANCY - find discrepancies between intended and actual results.

RATIO - count behaviors and set up ratios of expected to unacceptable responses or behaviors.

OUTCOME - measure student achievement after instruction.

NULL - identify what is lacking.

(H-III-4)

LESSON TRANSCRIPT

DATE 11-5 TIME 8:30 - 9:00 a.m.
TEACHER Jane Clark OBSERVER Phyllis Jones
SUBJECT Lang Arts GRADE 8 NO. OF STUDENTS 26

8:30 Jane begins class by calling roll. She marks each student twice. The first is on a pink roll slip and the second in her roll book. Students are talking; most pay no attention when their name is called; only 5 answer to roll. Jane visually determines those present, searching the room after each name is called.

8:33 Jane walks to the front of the room, attaches the roll slip to the clip.

She calls out to the class, "Did everyone remember your lit book? Take it out and turn to page 97." Noise level increases as students unzip packs or reach under desks to locate books.

Four students rise and walk to the shelf on the right side of the room to take books. Jane says, "If you must borrow a book from the shelf, please remember to return it at the end of class. Too many of you walk off with them."

One boy says, "I've got six in my locker." Other students laugh.

"OK, Roger, get the pass now and bring all six books to me. What have you done with your own book?"

"My dog ate it," Roger responds. Class laughs again. Jane does not smile. Roger walks to the teacher's desk, opens the middle drawer, grabs the hall pass, and leaves the room.

Two students come in late. Jane changes roll slip at the door and walks back to her desk to change the roll book. Several students call out, "What page?" Student talking continues.

8:38 Jane walks to the blackboard, repeats "Page 97" and writes it on the board.

"All right, may I have it quiet?" Jane speaks and waits for noise to subside. Five or six students continue to talk.

Jane picks up the grade book, repeats "Quiet please" and continues "Last one to stop talking loses the points." Talking stops in sudden unison, except one voice. "OK, Joel, you were last - 5 points off daily grade." Joel groans and rolls his eyes.

8:40 Room is quiet. Jane begins lesson. "Who can tell me the four basic conflicts in literature? Remember we had them on the board yesterday?"

Three hands go up. Jane calls on student whose hand is not up. "Nancy, what are they?"

"Uh, let's see, um, OK. Man against Nature and..."

"Whoops, remember what we changed the word 'man' too? There are not only men in this world, but women too. So what do we say instead of man'?"

"Oh, yeah, Human."

"Right!"

"OK, Human against Nature (Jane writes each conflict on the blackboard as it is given.) Human against Human, Human against Society and, and, humm, uh, is it Death? I can't remember."

"That's not a bad guess - only if it were Death, Death would always win in the end of every conflict."

"Uh, uh, not if you believe in life after death." Talk-out from Joe.

"Well, that's right, Joe, but nevertheless, Death isn't one of the basic conflicts. What is the one we're missing?"

8:42 Roger returns carrying four lit books He pretends to be stumbling under their weight. Class laughs.

"OK, Roger, put them on the shelf and get to your seat." Roger slowly places books one by one on the shelf. Ten students have resumed talking. One calls out to Roger, "Good job, Rog."

"All right, where were we? We need one more conflict. What is it?" Two hands go up. "Susan?" Susan s hand was not up.

Before Susan can answer, Nancy calls out, "Self. Self. I just remembered."

"Yeh, sure, you just found it in your notebook, cheater," Joe responds.

Jane says, "Lock, things will go a whole lot better if we don't 1) interrupt each other, 2) speak out of turn and 3) call each other names Is that too much to expect?"

8:45 "Self is right, Nancy, but I had called on Susan. OK, we have read a short story for each one of these conflicts except one. Which one have we not had a story on?" Silence in room. Roger laughs.

"OK, Roger, you tell us. The first story we read was what?" "I don't know - oh, yeah, it was about that bird." Class laughs.

"The Scarlet Ibis', right? Now what was the conflict in that story?"

"Beats me." Class laughs.

"Anybody else know?" Three hands go up. One of them is Ellen's. "Ellen?"

"Man, I mean Human against Self."
"Correct, and how about the second story 'To Build a Fire'?" Several students call out, "Nature!"

"Right, and how about the story about the black boy getting robbed? Human against? Dorothy?" Silence. (2 seconds) "Andy?" Silence. (3 seconds) "Arnold?"

"That was man against society because the black boy was being discriminated against."

"Good. OK, that only leaves one."

Four students call out, "Human."

"Exactly. This story is about one person battling another in a life or death struggle. Now this is kind of long so start reading now and plan on taking the book home as homework. Now I want it quiet and that means you as well, Roger. Where's your book?"

"I put 'em all on the shelf." Class laughs.

"Roger, will you just get a book, turn to page 97, and read? Thank you." Voice is stern. Roger, grinning widely, walks to the book shelf and gets a book.

8:50 After some shuffling and whispering, students begin reading. Jane stands at front of room watching. Room is quiet.

9:00 Observer leaves room.

MODULE III. PROVIDING FEEDBACK/THE POST-CONFERENCE

Summary and Assignment

Summary:

1. The task of analyzing and interpreting observation data belongs to both teacher and observer.
2. Observation data can be interpreted by examining a number of different aspects which are keys to interpretation.
3. The Feedback Conference is a "sharing" rather than a "giving" and requires certain steps as well as appropriate attitudes.

Assignment:

Conduct a preconference, an observation of instruction, and a feedback conference with a fellow educator. Attempt to enlist a second party to observe and record the class as well. Following the observation, compare results to validate your data.

(H-III-6)

TEACHER EVALUATION FOR GROWTH

The Feedback Conference

Module III Evaluation

	VERY INEFFECTIVE	SOMEWHAT INEFFECTIVE	NOT SURE	SOMEWHAT EFFECTIVE	VERY EFFECTIVE
1. What overall rating of effectiveness would you give this module in meeting the outcomes identified earlier?	1	2	3	4	5
2. How effective were the transparencies in providing you with an understanding of the topic?	1	2	3	4	5
3. How effective were the handouts in providing you with an understanding of this topic?	1	2	3	4	5
4. How effective was the process or design used in this module in helping you to understand the topic?	1	2	3	4	5
5. How effective were the activities and information provided in helping you plan for a teacher evaluation program for growth?	1	2	3	4	5
6. How effective were the trainers in presenting the information and skills in this module?	1	2	3	4	5

1. What activities in this training session were most effective in understanding the concepts presented in this module?

2. What specific recommendations would you make for subsequent training sessions of this module?

3. Do you have other comments?

(T-III-1)

CLASSROOM SITUATION TASKS

- Describe the specific behaviors to be recorded that will provide the information requested by the teacher.
- Determine how the behaviors can be recorded and which observation instruments would provide objective data.
- Decide how the feedback, based on the recorded data, should be shared with the teacher.

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(T-III-2)

STEPS IN THE FEEDBACK CONFERENCE

Analyzing

Interpreting

Deciding

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(T-III-3)

KEYS TO DATA ANALYSIS AND INTERPRETATION

Trend--discover recurring patterns within a single class or happening across classes

Content--analyze the accuracy, difficulty, relevance and relationship of the instruction to the district curriculum guidelines

Interaction--determine the quality and vitality of the interaction between students, and between students and teacher

Discrepancy--find discrepancies between intended and actual results

Ratios--count behaviors and set up ratios of expected to unacceptable responses or behaviors

Outcome--measure student achievement after instruction

Null--identify what is lacking

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FEEDBACK CONFERENCE BELIEFS

Observer:

- This is a teacher with rights and feelings the same as mine
- This teacher wants to improve and has the capacity to do so
- The observation data were taken objectively and will be reviewed the same way
- This meeting is not to determine the teacher's eligibility for contract renewal

Teacher:

- I am a competent teacher and would like to become an even better teacher
- The observer is an equal who is helping me to improve my teaching
- By keeping an open mind and seeking objective data, I'll gain valuable information on my teaching
- The observation data are mine to use to improve my teaching

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EFFECTIVE FEEDBACK CONFERENCES

When? The feedback conference follows the classroom observation as soon as possible.

Where? As with the planning conference, the meeting place must be a comfortable area for both participants.

What? The observer begins by presenting the data for the teacher to analyze.

Why? Together the teacher and observer interpret the data, looking for causes, effects and consequences.

How? Based on the observation and feedback, decisions can be made concerning possible changes in the lesson, the objectives, classroom interactions, etc.

Now What? At the end, the teacher and observer summarize the observation experience and resulting data with a plan for future activities.

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MODULE IV: USING OTHER DATA SOURCES

> "WHEN ONE PERSON HELPS ANOTHER TO SUCCEED,
> BOTH PARTIES ARE ENHANCED BY THE SUCCESS."
>
> JERRY J. BELLON, UNIVERSITY OF TENNESSEE,
> KNOXVILLE, TENNESSEE

MODULE IV OVERVIEW

USING OTHER SOURCES OF DATA

Though classroom observation is often used in teacher evaluation, other sources of evaluation data are not to be discounted, particularly in evaluation for professional growth where legal and contractual requirements are not restrictive. This module will present other means of measuring instructional effectiveness: student assessment, teaching artifacts, student evaluations, and self assessment. Through a combination of data gained by using these methods and classroom observation, a more definitive picture of a teacher's instructional skill comes together.

Anticipated Outcomes:

Participants will -

(1) understand why standardized tests are not dependable teacher evaluation tools

(2) recognize the value of well-constructed classroom assessments in teacher evaluation

(3) learn to analyze and evaluate other artifacts of teaching

(4) learn why student evaluations of teaching can provide teachers with valuable information

(5) recognize self assessment as a culminating activity leading to goal setting

MODULE IV AGENDA

Activity	Purpose
Introduction, Agenda Setting, and Debriefing	o to introduce or re-acquaint trainer and participants o to review agenda items and allow for comments and questions o to allow particpants to share observation experience from Module III
Student Assessment	o to explain the inadequacies of standardized tests as measurements of the effectiveness of an individual teacher o to describe the importance of student assessment in the evaluation of teaching o to emphasize the need for teacher and supervisor training in assessment
Teaching Artifacts as Evaluation Data	o to define the term teaching artifacts o to inform of the methodology used to analyze and evaluate teaching artifacts
Student Evaluation of Teaching	o to dispel the misconceptions concerning student evaluations o to enable participants to gather information from students about teaching
Self Assessment	o to establish self assessment as the first step in goal setting o to provide guidance in self assessment processes
Summary, Assignment, Evaluation	o to summarize module o to assign group task o to allow participants to evaluate module

MODULE IV: TRAINING AGENDA

Approximate time: 2 hours, 5 minutes

Activity	Time	Materials
Introduction, Agenda Sharing, Debriefing o introduce self and co-trainer o if appropriate, participants introduce selves o distribute Module IV Overview and Agenda o ask for questions and concerns about agenda o teams form to discuss observation experiences from Module III assignment o team spokespersons present observation highlights to large group o comments recorded on chartpack o facilitate discussion o review Teacher Centered Evaluation model	30 min.	**Handout:** Module IV Overview and Agenda (H-IV-1) **Transparency:** Teacher Centered Evaluation (T-IV-1)
2. Student Assessment o teams brainstorm 1) student characteristics schools measure, 2) methods used to measure,	40 min.	**Transparencies:** Limitations of Standardized Tests (T-IV-2) Why Use Classroom Tests? (T-IV-3)

3) purposes for which results of measurements are used

- o teams report to large group
- o responses written on chartpack
- o discuss and summarize
- o present lecture on student assessment
- o ask for clarification questions on lecture
- o facilitate discussion

3. Teaching Artifacts as Evaluation Data

5 min.

Handout:
Framework for Analyzing Artifacts (H-IV-2)

- o explain artifacts as evaluation data
- o distribute handout on artifacts and discuss

4. Student Evaluation

30 min.

Transparencies:
Can Students Evaluate Teachers? (T-IV-4)
Common Objections (T-IV-5)
Positive Aspects of Student Evaluation (T-IV-6)
Implications (T-IV-7)
Student Evaluation Tactics (T-IV-8)
Keys to Success (T-IV-9)

Handout:
Question Categories (H-IV-3)

- o introduce student evaluation
- o teams form to list common teacher objections to student evaluations
- o teams report to group
- o summarize by presenting Common Objections
- o facilitate discussion

o teams brainstorm positive aspects of student evaluation		
o teams report to large group		
o present remainder of lecture and ask for clarification questions		
o teams generate list of questions to be used to evaluate teaching		
o distribute handout on question categories		
o teams report to large group		
o questions written on chartpack under categories		
o facilitate discussion		
o summarize student evaluation of teaching		
5. Self Assessment	10 min.	**Handout:** Personal Reflection (H-IV-4)
o present lecturette explaining concept of self assessment		**Transparencies**: Steps in Self Assessment (T-IV-10) Self Assessment Assumptions (T-IV-11)
o ask for clarification questions		
o distribute handouts		
6. Summary, Assignment and Evaluation		**Handouts:** Module IV Summary and Assignment (H-IV-5) Evaluation Form (H-IV-6)
o distribute Summary and Assignment sheet		

o ask for clarification questions and explain

o distribute evaluation forms and collect on completion

NOTE: Training supplies and equipment needed for Module IV:

- o Overhead Projector
- o Chartpack
- o Marking Pens
- o Paper and Pencils for Participants

MODULE IV

INTRODUCTION

AGENDA SHARING AND DEBRIEFING

Purpose:

1. To introduce or re-acquaint trainer and participants
2. To review agenda and allow for comments and questions
3. To allow participants to share observation experiences
4. To review Teacher Centered Evaluation

Procedure:

1. If this is the first meeting, trainer introduces self and allows time for participants to introduce themselves to the group - name, school, position, etc.
2. Trainer distributes Module IV Overview and asks for questions and concerns.
3. If participants completed Module III, school teams form to discuss observation assignment experiences. A spokesperson is selected to report observation highlights to the large group.
4. Teams report. Comments are written on the chartpack. Trainer facilitates discussion.
5. Trainer places Teacher Centered Evaluation transparency on overhead and reviews concept. (T-IV-1)

   Example: In Teacher Centered Evaluation with professional growth as the desired outcome, the teacher receives input from many directions. As in typical evaluation programs, the supervisor plays an important role through open communication and classroom observation; however, the supervisor's role is no more important than the other sources of input as pictured in this model.

Colleagues will also provide communication about teaching and they, too, will have collected descriptive data for the teacher through classroom observations. This module will elaborate on the ways students, through assessment of their work and through their evaluation of the teacher's methods, can be a rich source of data. It will also touch on the inclusion of teaching artifacts such as exams and gradebooks as evaluation data as well as the teacher's self assessment of himself/herself in the classroom, a necessary step before goal setting, where resources will add to the whole to provide a well-rounded input system for the continuous evaluation of a teacher's instructional skill.

NOTES:

MODULE IV

STUDENT ASSESSMENT

Purpose:

1. To describe the importance of student assessment to the evaluation of teaching
2. To explain the inadequacies of standardized tests as evaluations of teaching
3. To emphasize the need for teacher training in assessment

Procedure:

1. Trainer asks teams to brainstorm ideas in three categories:
    1. Student characteristics schools measure.
    2. Methods used to measure these characteristics.
    3. Purposes for which the results of such measurements are used.
2. Teams meet, discuss, and record their ideas.
3. Teams report to large group. Trainer writes ideas on chartpack under three categories. This will necessitate tearing chart sheets from the tablet and securing them to the wall or bulletin board.
4. Trainer facilitates discussion as ideas are shared and then summarizes.

    Example: It becomes quite apparent that a good part of school time is spent in the assessment of students, measuring a variety of characteristics through numerous methods for some undeniable good reasons. Several conclusions can be drawn:

    1. Assessment is important in schools, taking up a good deal of time and effort

2. Of the various methods to assess students, those most frequently used depend on teachers' observations and judgments, and their ability to construct tests.

3. Among the uses for assessment it is clear that teachers can use these classroom measures to determine how things are going ... whether their teaching is producing learning.

(Note: Trainer may have to prompt and reword to end up with these points. But they are the key points. The trainer may have to facilitate discussion to draw out these ideas.)

5. Trainer presents lecture on student assessment.

POSSIBLE SCRIPT (adapt as needed to fit context)

Educators, both teachers and administrators, would be highly insulted, and rightfully so, if they were to be accused of not caring if their students learned. Surely the primary goal of schools is to encourage, facilitate, and, in fact, bring about learning on the part of students. If this is truly the case, why then have the skills necessary to measure such learning been sadly disregarded in the teacher education curriculum? Neither teacher training programs nor teacher certification agencies have typically required any assessment training. Classroom teachers, as well as their administrators, carry on their educational duties daily with little knowledge of the means to accurately measure the learning of their students.

Certainly they try. Teachers can spend 25 to 30 percent of professional time involved in assessment-related activities. These activities often are carried without the important training necessary to insure quality and accuracy. Supervisors, who lack expertise themselves, hesitate to place confidence in teacher made testing tools.

One might argue that those tests accompanying or embedded in textbooks fill the need for quality testing. As most educators will attest, such examinations often fall short of expectations. Sometimes these tests are developed in the complete absence of quality control standards.

In response, when placed under pressure from the public, districts turn to norm referenced standardized achievement tests such as the Iowa Test of Basic Skills, California Achievement Test, and the Standard Achievement Test. True, these tests must meet certain standards, and they do provide a basis for comparison on a national level. However, one thing they do not do is provide specific information on the effectiveness of the classroom instruction of individual teachers.

Administrators who use standardized achievement tests to evaluate teachers are failing to realize the following: (T-IV-2)

LIMITATIONS OF STANDARDIZED TESTS
FOR PURPOSES OF TEACHER EVALUATION

- Broad, shallow content coverage
  (Standardized tests graze only the surface of a student's knowledge, touching on areas that may or may not have been stressed in the student's classrooms. Up to three years of content might be tested in 35 or 40 test items.)

- Match between test and instructional content
  (The overlap between test content coverage and the priorities of any particular local curriculum can be less than 50 percent. But what is most problematic is that few districts have checked the extent of overlap.)

- Match between test and instructional cognitive level
  (Different test batteries test various levels of cognitive challenge in different ways to different degrees. Thus, there exists the danger that local curriculum with respect to thinking skills will not be adequately tested by the locally adopted test battery. Again few districts have checked the extent of this match.)

- Imprecision of score scales
  (Sometimes a single wrong answer in a specific area can plunge or raise a student's score as much as two grade levels. Because so few questions attempt to measure so much, each question carries more weight than it merits, especially in the extreme high and low ends of the grade equivalent score scale.)

- Unreliability of change scores
  (Educators tend to look closely at change scores hoping to see improvement in a child's score from year to year. But for reasons having to do with the statistical properties of these data, individual student pretest to posttest change scores cannot be counted upon to be reliable enough to warrant such analysis.)

- Narrow operational definition of student achievement
  (Most standardized tests measure a very narrow part of a student's total knowledge and skills, concentrating on reading, vocabulary, grammar, math, and other subjects that are tested only by means of multiple choice test items. More complex achievement related skills such as speaking and writing that do not translate into multiple choice formats--and that we value greatly--are not assessed.)

- Influence of outside factors on student performance
  (Scores on standardized achievement tests are influenced by many factors that are beyond the direct control of the teacher, such as educational environment at home and the direct influence (or lack thereof) of prior teachers.)

So do we conclude from this that student achievement data have no role to play in teacher evaluation? We certainly do not! Paradoxically, one of the best measures of the effectiveness of teaching is how well students are learning. The issue is, how do we measure that learning? The answer is: day to day classroom measures of student achievement. Here's why: (T-IV-3)

WHY USE CLASSROOM PERFORMANCE TESTS?

- Students can demonstrate skills taught by the present teacher.

- Situation is real life, in an actual classroom with classroom competencies.

- Effective diagnosis is possible.

- Natural classroom events can be observed.

- Continuous feedback on student progress occurs.

But one key point remains; teachers need more training in developing and using effective assessments. A vast majority of teachers received no such relevant training during their professional preparation. Recent trends indicate that such training may become more available and required for teacher certification.

6. Trainer asks for clarification questions on the lecture and facilitates discussion.

NOTES:

MODULE IV

CLASSROOM ARTIFACTS AS EVALUATION DATA

Purpose:

1. To define and explain the term teaching artifacts

2. To inform of methodology used to analyze and evaluate teaching artifacts

Procedure:

1. Trainer explains the use of teaching artifacts in the evaluation of teaching.

   Example: As part of assessment training, the analysis and evaluation of teaching artifacts enables teachers to better their instructional skills. The term teaching artifacts is defined by Thomas McGreal in Successful Teacher Evaluation as "all instructional materials teachers use to facilitate student learning." He includes lesson plans, unit planning materials, tests, quizzes, study guides, worksheets, homework assignments, and any other item used in teaching. (159)

   Every teaching tool a teacher creates or selects either enhances student learning or detracts from it. Care and attention are necessary in order to provide the best teaching materials to complement the subject matter and learning styles and levels of the pupils. However, teachers seldom are able to analyze and evaluate the materials they use. To help in this task, McGreal has set up criteria for the evaluation of content, design, and presentation of teaching artifacts

2. Trainer distributes handout A Framework for Analyzing the Artifacts of Teaching (H-IV-2).

   Example: McGreal's Framework for Analyzing the Artifacts of Teaching speaks to all kinds of teaching materials, not only written forms but audiovisual presentations as well.

Though such handouts can only motivate teachers to begin to think about the effects of teaching materials, thorough training in the area would improve classroom instruction greatly.

NOTES:

MODULE IV

STUDENT EVALUATION OF TEACHERS

Purpose:

1. To dispel the misconceptions concerning student evaluations
2. To enable participants to generate questions for students about teaching

Procedure:

1. Trainer begins lecture on Student Evaluation of Teaching.

   SCRIPT

   Most teachers feel uncomfortable with student evaluations. At present, student evaluation is common only at the college and university level, but its value, even with primary grade students, is under-estimated. A strong rationale exists for using student evaluation at all levels. As long as specific guidelines are followed in writing the forms, making sure that the teaching, rather than the teacher is evaluated, great benefits for the teacher and the student can result. To provide a clear look at student evaluation, we will look at (1) Teachers' Concerns, (2) Rationale, (3) Models for Use and (4) Implications. (T-IV-4)

2. Trainer has group brainstorm and record reasons why teachers are distrustful of student evaluations of their teaching.

   After about 5 to 10 minutes, trainer asks teams to compare their list with the transparency list of Common Objections. Trainer continues lecture as follows:

   Teachers are distrustful of student evaluations for a number of reasons. (T-IV-5)

   COMMON OBJECTIONS

   o Students Immature
   (Immaturity, even among very young students, does not appear to affect their assessmemt of what goes on in

their classes. At their own level, students can describe honestly and accurately.)

- Students Untrained

  (Though students do not have vast knowledge of either teaching technique or subject matter, they are able to appraise classroom climate and environment fairly accurately.)

- Students Inexperienced

  (Being full-time students, they may be more experienced than most adults out of the education field, and certainly their first-hand experience in that classroom is more than a one or two time adult observer. Furthermore, their experience is fresh, and they commonly compare experiences with that of their peers who are also full-time students.)

- Popularity Contest

  (Popularity contests are won on good looks, smiling faces, handshakes, hugs, and favors, none of which seem to carry much weight when students evaluate teachers.)

- Delayed Judgments Better

  (Sometimes it is felt students will be better judges of their past teachers later in life when they have more wisdom and perspective. Studies comparing teacher evaluations from adults looking back on past teachers and those from students presently enrolled in those same teachers' classes are surprisingly the same.)

- Students Volatile

  (Yes, at football games and rock concerts; however, in evaluating teaching, they appear to maintain classroom composure, and their evaluations seldom show excessive negative or positive emotion.)

3. Trainer asks teams to again brainstorm, this time recording the positive aspects of student evaluations. After five to ten minutes, trainer continues the lecture using the transparency on Positive Effects of Student Evaluation of Teaching. Ask teams to compare their lists and ask for possible additions.

   (Lecture continues)

Not only are most of the concerns about student evaluations unwarrented, but the practice has a considerable list of merits. (T-IV-6)

POSITIVE ASPECTS OF STUDENT EVALUATION OF TEACHING

- Students participate in all instruction
  (Their observation is more than the two or three half-hour sessions a supervisor may be able to afford. They're always there.)
- Teaching and learning a reciprocal process
  (It takes two cooperatives to make a learning situation complete.)
- Students partners in classroom interaction
  (Students have a vested interest in what goes on in the classroom. All of them want to feel comfortable and most of them want to learn something. In this process they become a partner because much depends on them.)
- Student evaluators can feel more involved
  (Students feel flattered that someone cares what they think and feel they have some power to bring about change.)
- Teachers listen to students
  (Teachers are trained to listen and respond to students. When a teacher's self-evaluation is contradicted by student evaluations, teachers are often motivated to change.)
- Student evaluation can promote trust
  (Students are aware the teacher is laying himself open to criticism. This promotes a trusting relationship.)
- Feedback can be obtained regularly at low cost
  (Students are available every day of the school year and willing to share their expert opinions without pay.)

Beyond these positive aspects are implications that affect the entire school climate positively. (T-IV-7)

IMPLICATIONS

Involving students in the assessment of teacher performance:

1. Establishes a greater dialogue between students and teachers
2. Requires that students and teachers both take a closer look at what goes on in the learning process
3. Increases the trust level between students and teachers
4. Provides immediate feedback and gives teachers information about their instruction without the threat of formal evaluation
5. Provides teachers with a strong and viable opportunity to move toward greater instruction excellence

Student evaluations need not always be a rating form. Other tactics can yield valuable information from students. (T-IV-8)

STUDENT EVALUATION TACTICS

- Open discussion of a particular unit or activity
- Interview with individuals or small groups
- Paper and pencil questionnaire
- Inferential evaluation via focused student writings

The primary key to using student evaluation is to be sure all participants - the students, the teacher, the administrator - understand that the object of evaluation is teaching, not teacher. McGreal says, "Students are much more reliable in describing life in the classroom than they are in making evaluative judgments of the teacher."

Other keys to success are the following: (T-IV-9)

KEYS TO SUCCESS

- Ask the right questions
  (Questions refer to teaching practices not personal qualities of the teacher. Teachers should make-up the evaluation forms or at least be involved in their development.)

- Make it voluntary
  (For both student and teacher.)

- Eliminate all risk to the student
  (No names or other information that could give identity away. Often questionnaires are administered and collected by a third party.)

- Suggest action, possible change
  (Unless improvement can result, why spend time and effort?)

2. Trainer asks for clarification questions or comments on the lecture and facilitates discussion.

3. Trainer asks teams to generate a list of questions to be used in the evaluation of teaching. Questions may fall into such categories as course content, instructional processes, learning environment and other aspects of teaching. Handout on questions is distributed. (H-IV-3)

4. After approximately 10 minutes, teams report their questions to the large group. Trainer writes them under categories listed on chartpack paper and displayed on the wall. Trainer facilitates discussion as questions are shared.

5. Trainer summarizes.

   Example: Although student evaluations can make teachers uncomfortable, their value is under-estimated. Consistent ratings of a teacher comparing one year's evaluations to the next year's and from adult alumni of the class to current students have shown the honesty and accuracy students display. However, research is inconclusive as to whether student evaluation can improve teaching. Much, of course, depends upon the attitude and teaching goals of the teacher.

NOTES:

MODULE IV

SELF EVALUATION

Purpose:

1. To provide guidance in self evaluation
2. To establish self evaluation as the first step in goal setting.

Procedure:

POSSIBLE SCRIPT (adapt as needed to fit context)

1. Trainer presents lecturette on Self Assessment.

Gerald Douglas Bailey defines self assessment as the "process of collecting, analyzing, and drawing conclusions about the teaching act." From this definition, most teachers will realize that the practice is practically a given in the teaching profession. Such behavior is probably a daily occurrence for most teachers, and yet it is doubtful that most would see it as self assessment. In order for the activity to become useful in the goal setting process, teachers must delve a little deeper than normal procedure and perceive the act as more than a cursory review of a lesson or unit.

Bailey advises teachers to concentrate on present behavior. He questions "any self help activity which depends heavily on memory." The handout called Personal Reflection (H-IV-4), developed by Vito Perrone, does accent the present by requiring a close examination of the highs and lows of the teaching day just completed.

Video tapes of classroom instruction can be useful in self assessment. They become more valuable if the teacher views the tapes with a teaching peer or supervisor to point out aspects a teacher may fail to see.

As a process leading directly to relevant productive goals, a set of steps may be followed. (T-IV-10)

STEPS IN THE SELF ASSESSMENT PROCESS

- Identify relevant performance criteria
  (What behaviors illustrate good teaching?)
- Analyze self perceived skills
  (What are your strengths?)
- Acquire additional objective information from students, peers, videotape critiques
  (Observation by peers and/or supervisor and student assessments are also useful data.)
- Compare outcomes from self and others
  (Closely examine all data.)
- Establish priorities by asking questions:
  1. What are the priorities in this instructional setting?
  2. How do my priorities relate to organizational goals?
  3. What will give me the greatest amount of return for time invested?
  4. How will these priorities improve learning opportunities for students?
- Prepare to write goals

From the beginning to the end of self assessment, keep the following key assumptions in mind: (T-IV-11)

SELF ASSESSMENT ASSUMPTIONS

- Necessary but not sufficient activity
  (By itself, self assessment is never enough to provide a thorough review of instructional practices.)
- Key to change process; motivation from within
  (It is important that the teacher is aware that change is possible and beneficial. In self assessment, more so than any other data gathering activity, motivation is likely to be a by-product.)

- Places teacher in a pro-active role
  (The teacher acts on self knowledge and self motivation, not administrative prompting.)

- Subjective process; supplement with other data
  (Because the process is a subjective one, other data from objective sources must be gathered.)

- Need skill and knowledge of teaching process
  (Without a sound background in what constitutes good teaching, the teacher will be unable to identify strengths and weaknesses in his/her teaching; this, of course, must be a prerequisite to professional growth.)

- Contributes to sense of self efficacy
  (The practice puts teachers in control, empowers them to seek self improvement in a safe, nonjudgmental climate.)

- Basis for professional self development
  (Self assessment is not only an essential part of professional development, but its cornerstone. Professional development cannot occur without periodic self assessment.)

- Easier to recommend than to do
  (Looking at one's teaching skill in depth is more than mere appraisal, and self evaluation is never entirely easy or pleasant.)

NOTES:

MODULE IV

SUMMARY, ASSIGNMENT, AND EVALUATION

Purpose:

1. To summarize module
2. To assign group task
3. To allow participants to evaluate module

Procedure:

1. Trainer distributes Module IV Summary and Assignment (H-IV-5), reviews material, and asks for clarification questions.

   Summary:

   1. Standardized tests scores have no role to play in teacher evaluation.
   2. Teacher made assessment tools are the most valid instruments to measure student learning when the teacher has been trained in assessment practices and when the results are used to promote professional development.
   3. Assessment training in teacher education and inservice is essential.
   4. Teaching artifacts may be used as data in teacher evaluation.
   5. Student evaluation of teaching is a useful source of data at all levels of instruction.
   6. Self assessment of teaching is another source of data and the first step in meaningful goal setting.

   Assignment:

   If you are a teacher, design a student evaluation form to cover a unit of instruction recently given in your classroom. Keep in mind that questions should cover methodology and technique rather than personal characteristics, in other words teaching, not the teacher. Examine the data and with a teaching peer, interpret the data.

Second, complete the activities on the Personal Reflection handout as a first step in self assessment (H-IV-4).

If you are a supervisor, do the same assignment modifying it to question teachers in your school about your performance as an administrator.

2. Trainer distributes Evaluation Form (H-IV-6) and collects on completion.

NOTES:

(H-IV-1)

MODULE IV OVERVIEW

USING OTHER SOURCES OF DATA

Though classroom observation is often used in teacher evaluation, other sources of evaluation data are not to be discounted, particularly in evaluation for professional growth where legal and contractual requirements are not restrictive. This module will present other means of measuring instructional effectiveness: student assessment, teaching artifacts, student evaluations and self assessment. Through a combination of data gained by using these methods and classroom observation, a more definitive picture of a teacher's instructional skill comes together.

Anticipated Outcomes:

Participants will -

(1) understand why standardized tests are not dependable teacher evaluation tools

(2) recognize the value of well-constructed classroom assessments in teacher evaluation

(3) learn to analyze and evaluate other artifacts of teaching

(4) learn why student evaluations of teaching can provide teachers with valuable information

(5) recognize self assessment as a culminating activity leading to goal setting

MODULE IV AGENDA

Activity	Purpose
Introduction, Agenda Setting, and Debriefing	o to introduce or re-acquaint trainer and participants o to review agenda items and allow for comments and questions o to allow particpants to share observation experience from Module III
Student Assessment	o to explain the inadequacies of standardized tests as measurements of the effectiveness of an individual teacher o to describe the importance of student assessment in the evaluation of teaching o to emphasize the need for teacher and supervisor training in assessment
Teaching Artifacts as Evaluation Data	o to define the term teaching artifacts o to inform of the methodology used to analyze and evaluate teaching artifacts
Student Evaluation of Teaching	o to dispel the misconceptions concerning student evaluations o to enable participants to gather information from students about teaching
Self Assessment	o to establish self assessment as the first step in goal setting o to provide guidance in self assessment processes
Summary, Assignment, Evaluation	o to summarize module o to assign group task o to allow participants to evaluate module

(H-IV-2)

A FRAMEWORK FOR ANALYZING THE ARTIFACTS OF TEACHING

Content

Quality of artifacts can be considered from the point of view of content or essential meaning. Some considerations related to quality of content are:

1. Validity. Is the artifact materially accurate and authoritative?
2. Appropriateness. Is the content appropriate to the level of the intended learner?
3. Relevance. Is the content relevant to the purpose of the lesson?
4. Motivation. Does the artifact stimulate interest to learn more about the subject? Does it encourage ideas for using the material?
5. Application. Does the artifact serve as a model for applying learning outside the instructional situation?
6. Clarity. Is the content free of words, expressions, and graphics that would limit its understandability?
7. Conciseness. Is the artifact free of superfluous material? Does it stick to the point?

Design

Design of artifacts should proceed from an analysis of the content of the lesson or instructional unit. High quality artifacts conform to instructional objectives. The quality of an artifact is the product of its design characteristics, its relevance to instructional objectives, and its application to content.

1. Medium Selection. Is the most appropriate medium used for meeting each objective and presenting each item of content (e. g. films, textbook, teacher-prepared handout)?
2. Meaningfulness. Does the artifact clearly support learning objectives? If so, is this apparent to the learner?

3. Appropriateness. Is the design appropriate to the needs and skill levels of the intended learner? Are time constraints considered in the artifact's design?

4. Sequencing. Is the artifact sequenced logically? Is it employed at the appropriate point in the presentation?

5. Instructional Strategies. Is the artifact format appropriate to the teaching approach? Does its construction incorporate sound learning principles?

6. Engagement. Does the artifact actively engage the learner? Does it reinforce the content with appropriate practice and feedback questions?

7. Evaluation. Is there a plan for evaluating the effectiveness of the artifact when used by the intended learner? Can the success rate for the artifact be easily determined?

Presentation

Presentation considerations include physical and aesthetic aspects of an artifact as well as directions for its use.

1. Effective Use of Time. Is the artifact suitable for the time allotted? Is learner time wasted by wordiness or extraneous information unrelated to learning objectives?

2. Pace. Is the pace appropriate to the level of the learners, neither too fast nor too slow? Does the pace vary inversely with difficulty of content?

3. Aids to Understanding. Are directions clearly explained? Are unfamiliar terms defined? Are important concepts emphasized?

4. Visual Quality. Do the visuals show all educationally significant details? Is composition uncluttered? Does the composition help the learner recognize important content? Are essential details identified through appropriate use of highlighting, color, tone, contrasts, position, motion, or other devices? Is the type size legible from the anticipated maximum viewing distance?

5. Audio Quality. Can the audio component be clearly heard?

6. Physical Quality. Is the artifact durable, attractive, and simple? Are size and shape convenient for hands-on use and storage?

From Thomas L. McGreal, Succcessful Teacher Evaluation. Alexandria, VA: ASCD, 1983.

(H-IV-3)

ASK STUDENTS QUESTIONS PERTAINING TO:

1. Course Content

o Clarity of objectives or expectations
o Difficulty of material
o Organization of content
o Perceived relevance or usefulness
o
o
o
o

2. Instructional Processes

o Pace
o Clarity
o Amount of work required
o Fairness of assessments
o
o
o
o

3. Learning Environment

o Clarity of behavioral standards
o Quality of interactions
o Motivation to study
o Feelings of control over rewards
o
o
o
o

Other Relevant Topics

o Teacher Characteristics
o
o
o
o

(H-IV-4)

PERSONAL REFLECTION

Activity 1:

Think about the teaching day just completed.

Take ten minutes to jot down everything you recall about that teaching day.

Now consider the following questions:

> What did you do alone?
>
> What did you do with a few children, with large groups of children, with other teachers?
>
> Where did you stand/sit most of the time?
>
> What did you do a little of that you would like to do more of?
>
> What prevented you from doing that?
>
> What did you do a lot of that you would like to have done less of?
>
> Which of the things you noted reflect a major goal in your teaching?

Activity 2:

Using a scale of 1-10 (worst possible = 1 to best possible = 10), what was the morning like? What was the afternoon like?

What contributed to the way you evaluated the day? List the factors and rank them according to importance.

At the end of the work, analyze the factors listed. What ones occurred repeatedly? What changes (select two or three manageable ones) could you make to bring your day closer to a 10 on the scale?

Activity 3:

During the last month, what experience or instructional task caused you particular difficulty? What skills did you lack to conduct that activity? What knowledge or skills would have helped?

From Vito Perrone, "Supporting Teacher Growth." Childhood Education, April/May 1978.

MODULE IV SUMMARY AND ASSIGNMENT

Summary:

1. Standardized tests scores have no role to play in teacher evaluation.
2. Teacher made assessment tools are the most valid instruments to measure student learning when the teacher has been trained in assessment practices and when the results are used to promote professional development.
3. Assessment training in teacher education and inservice is essential.
4. Teaching artifacts may be used as data in teacher evaluation.
5. Student evaluation of teaching is a useful source of data at all levels of instruction.
6. Self assessment of teaching is another source of data and the first step in meaningful goal setting.

Assignment:

If you are a teacher, design a student evaluation form to cover a unit of instruction recently given in your classroom. Keep in mind that questions should cover methodology and technique rather than personal characteristics, in other words teaching, not the teacher. Examine the data and with a teaching peer interpret the data.

Secondly, complete the activities on the Personal Reflection handout as a first step in self-assessment. If you are a supervisor, do the same assignment, modifying it to question teachers in your school about your performance as an administrator.

(H-IV-6)

TEACHER EVALUATION FOR GROWTH

Using Other Data Sources

Module IV Evaluation

	VERY INEFFECTIVE	SOMEWHAT INEFFECTIVE	NOT SURE	SOMEWHAT EFFECTIVE	VERY EFFECTIVE
1. What overall rating of effectiveness would you give this module in meeting the outcomes identified earlier?	1	2	3	4	5
2. How effective were the transparencies in providing you with an understanding of the topic?	1	2	3	4	5
3. How effective were the handouts in providing you with an understanding of this topic?	1	2	3	4	5
4. How effective was the process or design used in this module in helping you to understand the topic?	1	2	3	4	5
5. How effective were the activities and information provided in helping you plan for a teacher evaluation program for growth?	1	2	3	4	5
6. How effective were the trainers in presenting the information and skills in this module?	1	2	3	4	5

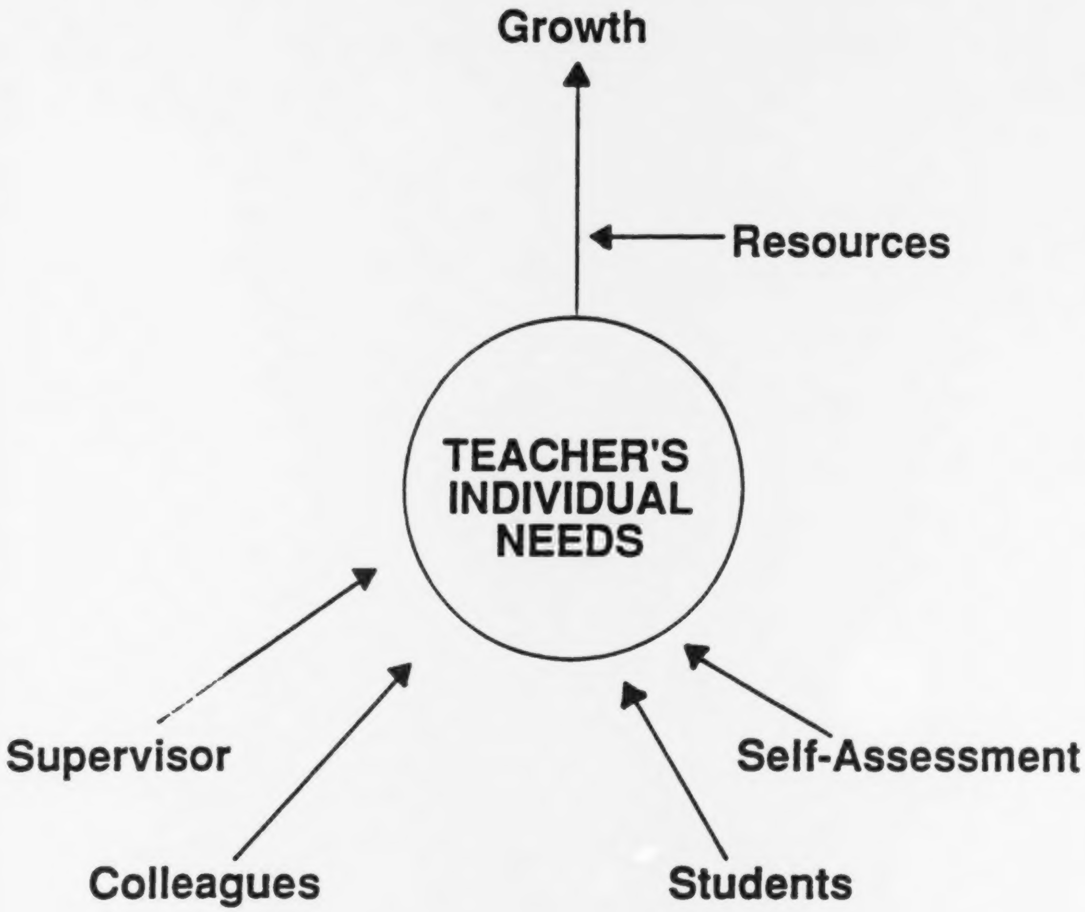
1. What activities in this training session were most effective in understanding the concepts presented in this module?

2. What specific recommendations would you make for subsequent training sessions of this module?

3. Do you have other comments?

(T-IV-1)

TEACHER-CENTERED EVALUATION



Growth

Resources

TEACHER'S INDIVIDUAL NEEDS

Supervisor

Self-Assessment

Colleagues

Students

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(T-IV-2)

Limitations of Standardized Tests for Purposes of Teacher Evaluation

- Broad, shallow content coverage
- Match between test and instructional content
- Match between test and instructional cognitive level
- Imprecision of score scales
- Unreliability of change scores
- Narrow operational definition of student achievement
- Influence of outside factors on student performance

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(T-IV-3)

WHY USE CLASSROOM PERFORMANCE TESTS?

- Students can demonstrate skills taught by the present teacher
- Situation is real-life, in an actual classroom with classroom competencies
- Effective diagnosis is possible
- Natural classroom events can be observed
- Continuous feedback on student progress occurs

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CAN STUDENTS EVALUATE TEACHERS?

- Teachers' Concerns
- Rationale
- Models for Use
- Implications

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(T-IV-5)

COMMON OBJECTIONS

- Students Immature
- Students Untrained
- Students Inexperienced
- Popularity Contest
- Delayed Judgments Better
- Students Volatile

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POSITIVE ASPECTS OF STUDENT EVALUATION OF TEACHING

- Students participate in all instruction
- Teaching and learning a reciprocal process
- Students partners in classroom interaction
- Student evaluators can feel more involved
- Teachers listen to students
- Student evaluation can promote trust
- Feedback can be obtained regularly at low cost

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IMPLICATIONS

Involving students in the assessment of teacher performance

1. Establishes a greater dialogue between students and teachers
2. Requires that students and teachers both take a closer look at what goes on in the learning process
3. Increases the trust level between students and teachers
4. Provides immediate feedback and gives teachers information about their instruction without the threat of formal evaluation
5. Provides teachers with a strong and viable opportunity to move toward greater instruction excellence

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(T-IV-8)

STUDENT EVALUATION TACTICS

- Open discussion of a particular unit or activity
- Interview with individuals or small groups
- Paper and pencil questionnaire
- Inferential evaluation via focused student writings

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KEYS TO SUCCESS

Ask the right questions

Make it voluntary

Eliminate all risk to the student

Suggest action, possible change

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(T-IV-10)

STEPS IN THE SELF ASSESSMENT PROGRAM

- Identify relevant performance criteria
- Analyze self-perceived skills
- Acquire additional objective information from students, peers, videotape critiques
- Compare outcomes from self and others
- Establish priorities by asking questions
- Prepare to write goals

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SELF ASSESSMENT ASSUMPTIONS

- Necessary but not sufficient activity
- Key to change process; motivation from within
- Places teacher in a pro-active role
- Subjective process; supplement with other data
- Need skill and knowledge of teaching process
- Contributes to sense of self-efficacy
- Basis for professional self-development
- Easier to recommend than to do

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MODULE V: GOAL SETTING AND NEXT STEPS

"TEACHERS COME TO US WITH A PROVISIONAL CERTIFICATE, AND THUS ARE REQUIRED TO GROW. WE CAN AND MUST HELP THEM IN THAT GROWTH THROUGH PERFORMANCE EVALUATION."

WILLIAM J. GEPHART, PRIVATE ED. CONSULTANT
ROBERT B. ENGLE, UNIVERSITY OF WISCONSIN

MODULE V OVERVIEW

GOAL SETTING AND NEXT STEPS

Integral to effective evaluation is the goal setting process. Goal setting occurs only when reliable data have been collected, analyzed, and interpreted. Only then can meaningful, achievable goals be set. This module gives participants criteria for productive goals and present ideas for motivating and providing resources for teachers. It also helps participants to begin the process of implementing a growth oriented evaluation program in their own school. Participants are encouraged to break with tradition and begin to think creatively about their particular school or district and its needs.

Anticipated Outcomes:

Participants will -

(1) learn the purpose of goal setting

(2) investigate motivation theory and its application to teachers

(3) learn the steps in setting personal, meaningful goals

(4) explore methods of implementing a growth oriented teacher evaluation program

MODULE V AGENDA

Activity	Purpose
Introduction, Agenda Sharing, and Debriefing	o to introduce or re-acquaint trainer and participants o to review agenda o to allow participants to share observation experience
Teacher Motivation	o to describe the dilemma of the mid-career teacher o to review worker motivation theories o to identify the conditions that promote professional development
Writing Meaningful Goals	o to present the steps in goal setting o to give criteria for productive goals and provide examples
Implementing Growth Oriented Teacher Evaluation	o to brainstorm ideas for implementation o to identify barriers and consider means of removal
Summary and Evaluation	o to summarize main points o to summarize training as a whole o to allow participants to evaluate module

MODULE V: TRAINING AGENDA
Approximate time: 2 hours

Activity	Time	Materials
1. Introduction, Agenda Sharing, and Debriefing	30 min.	**Handout:** Module V Overview and Agenda (H-V-1)
o introduce self and co-trainer		
o participants introduce selves if appropriate		
o distribute Module V Overview and Agenda		
o review agenda		
o ask for questions		
o teams form to discuss Module IV assignment on Personal Reflection		
o team spokespersons selected		
o spokespersons report task highlights to large group		
o comments recorded on chartpack		
2. Teacher Motivation	30 min.	**Handout:** Mr. Smith - A Teacher Profile (H-V-2) **Transparencies:** Teacher's Dilemma (T-V-1) Extrinsic and Intrinsic Motivation (T-V-2) Strategies for Teacher Motivation (T-V-3)
o present lecturette on dilemma of mid-career teachers		
o participant teams are given profile on Mr. Smith		
o ask teams to list ways to motivate Mr. Smith		
o teams report		

- write comments on chartpack
- present lecturette on motivation theory
- ask for clarification questions

3. Writing Meaningful Goals 25 min.

- present lecturette on setting goals
- distribute Goal Categories
- teams consider teacher activities to prepare for goal setting
- teams report to large group
- ideas recorded on chartpack
- present steps in personal goal setting
- complete goal setting activity
- discuss personal goal setting
- summarize goal setting

Handouts:
Goal Categories (H-V-3)
Specific Project and Product Oriented Activities (H-V-4)
Goal Setting Steps (H-V-5)

Transparencies:
Goal Criteria (T-V-4)
Steps in Goal Setting (T-V-5)

4. Implementing Growth Evaluation 25 min.

- distribute Goal Planning worksheet
- teams complete worksheet

Handout:
Goal Planning Worksheet (H-V-6)

Transparency:
Team Goal Planning (T-V-6)

- teams report to large group
- facilitate discussion

5. Summary and Evaluation	10 min.	**Handouts:** Summary (H-V-7) Evaluation Form (H-V-8)

- distribute Summary
- ask for comments and questions
- summarize training
- distribute Evaluation Forms and collect on completion

NOTE: Training supplies and equipment needed for Module V:

- Overhead Projector
- Chartpack
- Marking Pens
- Paper and Pencils for Participants

MODULE V

INTRODUCTION

AGENDA SHARING AND DEBRIEFING

Purpose:

1. To introduce or re-acquaint trainers and participants
2. To review agenda items and allow for comments and questions
3. To allow participants to share personal evaluation experiences

Procedure:

1. If this is the first meeting, trainer introduces self and co-trainer and asks participants to introduce selves.
2. Trainer distributes Module V Overview and Agenda (H-V-1) and reviews agenda. Agenda may be printed on chartpack. Trainer asks for clarification questions.
3. Teams meet to discuss data collection experiences from Module IV activity assignments.
4. Team spokespersons report highlights to large group. Trainer records on chartpack and facilitates discussion as appropriate.

NOTES:

MODULE V

TEACHER MOTIVATION

Purpose:

1. To describe the dilemma of the mid-career teacher
2. To review worker motivation theories
3. To identify the conditions that promote professional development

Procedure:

1. Trainer presents lecturette on dilemma of mid-career teachers using The Teacher's Dilemma.

POSSIBLE SCRIPT (adapt as needed to fit context)

Most teachers are deemed to be competent professionals. Their annual evaluations state in writing that the teacher meets the standards of performance required by school district policies and procedures. There is an annual activity where teachers perform the evaluation ritual of a district. In research, teachers typically reported that little growth resulted from the evaluation experience and, in many instances, the evaluation became a pro forma activity. However, these same teachers report that they are seeking ways to improve their teaching. Some talk about improving their questioning patterns, student interactions, teaching strategies, or improving relationships with other staff members. They cite a myriad of activities that fall under the professional umbrella of being an educator. If even the outstanding teachers are capable of growth, the question arises as to why so few teachers experience professional growth and development. Perhaps "The Teacher's Dilemma" can provide us with some answers.

(Trainer places (T-V-1) on overhead.)

THE TEACHER'S DILEMMA

- Lack of Recognition
- Stagnancy
- Monotony
- Lack of Direction
- Lack of Opportunity to Grow
- Time Constraints
- Lack of Administrative Support

from Paul V. Bredeson, 1983 "Organizational Incentives and Secondary School Teaching". Journal of Research and Development in Education, Summer, 1983.

Many teachers, even the best and most devoted, often find themselves staring at a blank wall after ten or twelve years of teaching. There are no new pictures to see, no windows through which to view the rest of the world, and most difficult of all, there seems to be no staircase to climb for promotion or recognition. Even teachers who haven't been in the profession for a long time may fall into the throes of apathy unless they know that there is support from colleagues and supervisors and resources allocated for their professional growth and development.

It's not that they have given up on teaching; they can't imagine doing anything else for a living. It's more that they feel teaching has given up on them, offering no new challenges, few rewards or recognition, and little direction.

Certainly this is not true for all teachers. Some individuals are able to reach out and grasp the support they need through community groups, professional associations, and personal endeavors. Unfortunately, this reaching out sometimes leads them away from teaching.

2. Trainer distributes Mr. Smith - A Teacher Profile (H-V-2) and directs participants to read the handout and in teams generate some ideas for revitalizing Mr. Smith.

Example: Meet Mr. Smith, a math teacher at Yawning High School. He does not seek professional growth. Mr. Smith is seeking survival. Not that far from retirement, there are days when he wonders if that day will ever come. Read this story and brainstorm ideas to motivate this teacher. How would a good administrator provide support and help for Mr. Smith?

4. Teams discuss and one member records ideas to report to the large group.

5. Teams report; trainer writes ideas on chartpack and facilitates discussion.

6. Trainer presents lecturette on motivational theories.

POSSIBLE SCRIPT (adapt as needed to fit context)

Theories of motivation have been around for some time, surely since the first employer sought to get more and better work from an employee. Motivating factors fall into two categories: Extrinsic, applied by an outside force, and Intrinsic, coming from within.

(Trainer displays T-V-2)

EXTRINSIC AND INTRINSIC MOTIVATION

Extrinsic	Intrinsic
Money	Helping Others
Fringe Benefits	Skill
Praise	Knowledge
Recognition	Autonomy
Promotion	Self-Respect
Criticism	Achievement
Responsibility	Use and Development of Talent
Social Acceptance	Goal Setting
Social Rejection	

School systems must investigate every way possible to bring about the motivation of the teaching staff which, for the most part, means providing ways for teachers to grow professionally by improving their effectiveness in the classroom. Most, if not all, of the motivators on the intrinsic side of the chart involve development of skill to the level where one can feel competent, valuable, and capable of growth.

What can move a teacher, like Mr. Smith, off the survival track and on to one of professional growth? The answer, of course, is not a simple one. As a great national teacher shortage looms ahead, researchers have come up with a number of suggestions, some requiring no budgetary increases (T-V-3).

STRATEGIES FOR TEACHER MOTIVATION

- Increasing administrators' respect and support for teachers
- Reducing class sizes
- Providing additional support services in the classroom, such as teacher aides
- Reducing classroom disruptions
- Limiting severely the amount of paperwork required
- Redesigning the workplace physically to encourage interaction among teachers and reduce isolation
- Fostering team teaching and other cooperative efforts in order to reduce isolation and increase intellectual challenges
- Formally providing new teachers with special support and guidance from experienced teachers
- Involving teachers in the development of school goals and performance expectations
- Encouraging interchange between teachers and other community professionals
- Honoring outstanding teachers

Adapted from Improving the Attractiveness of the K-12 Teaching Profession in California. California Round Table on Educational Opportunity, March, 1983.

And so an answer, at least the beginning of an answer, becomes apparent. How can school systems motivate teachers? Two important ideas emerge: (1) Attention in the form of honest concern, respect and support; and (2) open communication with supervisors and other teachers, especially concerning teaching - both major ingredients in a teacher-centered evaluation program. Given such an environment, teachers will be motivated to set goals that will bring about professional growth and personal satisfaction.

NOTES:

MODULE V

WRITING MEANINGFUL GOALS

Purpose:

1. To give criteria for productive goals
2. To present the steps in goal setting
3. To provide practice in writing personal and team professional development goals

Procedure:

1. Trainer presents lecturette on goal setting.

POSSIBLE SCRIPT (adapt as needed to fit context)

Goal setting, contrary to popular practice in most educational settings, falls last in our schedule of events. Educational goals are really not much different from those set in athletic events where the goal is "an area or object toward which play is directed in order to score." To translate into teaching language, the "area or object" becomes "instructional objective," "play" becomes "work or methodology," and "to score" becomes "to teach successfully." And, again, even in athletics, the game is played after the coach has held numerous practices, observed the players closely, and planned strategies. The results are the same when the goal is achieved - satisfaction, self-esteem, and motivation to continue.

Goals are developed only after much data gathering, thought, and even soul searching. This awareness stage, happening long before the actual goal setting, is longer and more taxing than writing the goals themselves. A serious, close look at one's self is not an easy task. One will need to look at faults as well as strengths and determine ways to develop the positives and remove the negatives. It cannot be done alone. Feedback from supportive observers is essential. This need not be school personnel alone, but might include friends and family. Activities could range from interviewing students, to keeping a daily journal, or to spending a week at the beach in quiet contemplation.

2. Trainer asks teams to consider the pre-goal setting stage. What might a teacher be doing over a period of time to prepare to set goals for professional development?

   Example: Awareness of self and situation is extremely important to understand before setting goals. Assume teachers had nine months to prepare to set their goals. What activities can you suggest to enable teachers to see themselves clearly and understand their position in the school environment fully?

3. Teams brainstorm ideas to share with the group.

4. Spokespersons report to large group. Comments are recorded on chartpack.

5. Trainer presents goal criteria.

   Example: When the homework is done, the goals are drawn up by teacher and supervisor. Productive goals meet the following criteria: (T-V-4)

GOAL CRITERIA

1. Specific - clear, simple, easy to understand, stated in exact terms.

2. Challenging, yet Reachable - often teachers set goals they've already met, defeating the entire purpose.

3. Deadline - every goal needs a date set for completion; perhaps it will need to be changed later, but a definite date adds challenge.

4. Supervisory/Presence - in the form of positive support and feedback along the way; threats and intimidation stifle growth.

5. Perceived as Fair and Reasonable - true for both teacher and supervisor; if goals are perceived as exploitive on either side, they will be rejected.

6. Resources Provided - in many possible forms - money, equipment, time, help, freedom, etc.

Goals will fail when (1) workers (teachers) feel they are unable to reach the goal because they need more confidence and expertise or (2) they see no personal benefit, either intrinsic or extrinsic.

*Adapted from "Goal Setting - A Motivational Technique That Works," Organizational Dynamics by Gary P. Latham and Edwin A. Locke.

Thomas L. McGreal sees educational goals falling into three categories: Program Goals, Learner Goals, and Teaching Goals. Teaching Goals, because they refer directly to the activities of the teacher, are most useful, but goals can develop into dynamic, original projects such as those listed by Allen and Peinert in the article "Evaluate Teaching, Not Teachers."

(Trainer distributes Goal Categories (H-V-3) and Specific Product-Oriented Activities (H-V-4).

6. Trainer presents steps in writing personal goals (T-V-5) and distributes goal setting worksheets (H-V-5).

Successful goal setting is an integral ingredient in planning a successful professional growth plan. The following specific steps provide a guide for teachers to follow in planning their program.

STEPS IN GOAL SETTING

1. Become Aware of Self

   Much data has been collected, not only through classroom observation, but other means such as self-assessment, student assessment, student achievement, and classroom artifacts. All of this information presents a picture of the teacher's current teaching practices, but more than this, teachers must examine their own feelings and desires, look closely at their own psyches.

2. Become Aware of Context

   The context is the total school environment including facilities, student population, policies, contractual stipulations, community attitude, and all other aspects having a direct or indirect influence on the teaching situation.

3. Become Aware of New Developments

   Research into effective teaching practices is a constant. New methods, materials, equipment and information appear each day. An awareness of such gives a teacher new ideas to apply.

4. Imagine All Possibilities

   Allow the imagination to fly. Disregarding all barriers, what would be the ideal? Is a sabbatical in England the answer or a week in the curriculum library? First, imagine solutions, no matter how impractical they may seem.

5. Attach to Reality

   Now after a flight of fancy, confront reality. What realistically can and cannot be done considering resources. Don't allow negative thinking to remove any idea without consulting administrators. Possibilities may exist of which you are unaware.

6. Write the Goal

   Much has been said about the importance of writing measurable goals. Allan A. Glatthorn in Differentiated Supervision states "a simple proposal is best." Attempts to make a goal quantifiable and measurable could destroy the idea behind it. Many worthwhile endeavors cannot be measured in black and white numerical terms.

7. Seek Resources

   What will be needed in the way of products and people to accomplish the goal? Who and what can help?

7. Participants complete goal setting activity on developing personal goals.

8. Trainer reviews steps and leads discussion on goal setting.

9. Trainer summarizes goal setting.

Example: Teachers' goals, administrators' goals, all work together and become part of the "common vision" of a school or district. Firm commitment on each individual's part produces an effective school in which students learn and teachers and administrators grow.

NOTES:

MODULE V

IMPLEMENTING GROWTH ORIENTED TEACHER EVALUATION

Purpose:

1. To develop team professional goals
2. To brainstorm ideas for implementation
3. To identify barriers and consider means of removal

Procedure:

1. Trainer introduces group task.

   Example: Each team has a different school environment, different concerns and different strengths. As teams, look closely at your own situation and determine the ways that teacher evaluation can enhance the potential for professional growth and development.

   Returning to the basic ideas of collegiality and common vision, discuss in your teams how you would involve your fellow educators in this program you have begun to build.

   The handout now being distributed has three columns - one for professional growth goals for your new program, one for the barriers you will most certainly confront, and one for the methods to remove those barriers. (H-V-6) and (T-V-6) Spend some time in serious exploration. This worksheet can become the first draft of a plan of action.

   Be ready to share your progress with the large group.

2. After approximately 10-15 minutes, trainer asks teams to share implementation ideas.
3. Teams report. Trainer facilitates discussion.

NOTES:

MODULE V

SUMMARY AND EVALUATION

Purpose:

1. To summarize main points of module
2. To summarize training
3. To allow participants to evaluate module

Procedure:

1. Trainer distributes Summary handout, reviews, and asks for comments. (H-V-7)

   SUMMARY

   1. Teachers, particularly those in mid-career, often lose the motivation to grow professionally because they perceive that the educational environment is not providing the attention and concern that is needed to support their professional development.
   2. Teachers respond best to intrinsic motivators which give them the means and opportunity to improve their instructional skills.
   3. Goal setting, from awareness of self and situation to locating resources to fulfill goals, takes time and careful thought on the part of both teacher and supervisor.
   4. Productive goals meet certain criteria and will fail if teachers feel they cannot reach them because of lack of skills, confidence, or little personal benefit if the goals are reached.
   5. Implementing growth oriented teacher evaluation develops collegial relationships between the supervisors and teachers and establishes a common vision of good educational practices.

2. Trainer summarizes training.

   Example: We've come to the end of this training series, but as you can see, it's really the beginning for you. Now the effort is yours to return to your schools and rebuild. With the help of your colleagues, a new and improved teacher evaluation program can be constructed, one that has the potential of changing the entire school environment by motivating teachers to continue their professional development. This growth will have a positive effect upon their students and fellow educators.

Beginning with a common vision of good teaching, moving through a planning conference based on trust and commitment, to careful and accurate classroom observations, and concluding with constructive feedback and meaningful goals, this training is a framework in which to place your own vision. Your task has just begun.

3. Trainer distributes evaluation forms and collects on completion. (H-V-8)

NOTES:

MODULE V OVERVIEW

GOAL SETTING AND NEXT STEPS

Integral to effective evaluation is the goal setting process. Goal setting occurs only when reliable data have been collected, analyzed, and interpreted. Only then can meaningful, achievable goals be set. This module gives participants criteria for productive goals and present ideas for motivating and providing resources for teachers. It also helps participants to begin the process of implementing a growth oriented evaluation program in their own school. Participants are encouraged to break with tradition and begin to think creatively about their particular school or district and its needs.

Anticipated Outcomes:

Participants will -

(1) learn the purpose of goal setting

(2) investigate motivation theory and its application to teachers

(3) learn the steps in setting personal, meaningful goals

(4) explore methods of implementing a growth oriented teacher evaluation program

(H-V-1)

MODULE V AGENDA

Activity	Purpose
Introduction, Agenda Sharing, and Debriefing	o to introduce or re-acquaint trainer and participants o to review agenda o to allow participants to share observation experience
Teacher Motivation	o to describe the dilemma of the mid-career teacher o to review worker motivation theories o to identify the conditions that promote professional development
Writing Meaningful Goals	o to present the steps in goal setting o to give criteria for productive goals and provide examples
Implementing Growth Oriented Teacher Evaluation	o to brainstorm ideas for implementation o to identify barriers and consider means of removal
Summary and Evaluation	o to summarize main points o to summarize training as a whole o to allow participants to evaluate module

200

(H-V-2)

MR. SMITH - A TEACHER PROFILE

Mr. Smith has taught math at Yawning High School for 15 years and is a competent teacher. Mr. Smith's classes are well disciplined. No one ever complains, neither student nor parent.

The same class procedure is followed every period, every day: oral correction of homework, new assignment on the board and a cursory "Any questions?" The rest of the period - two-thirds of it at least - is seatwork, quiet seatwork. Mr. Smith often leaves class at this time and goes to the faculty smoking room or reads the daily newspaper in the media center. Sometimes he stands in the hall and watches the office aides pick up roll slips.

Once, about 5 years ago, an administrator asked Mr. Smith why he was out of class so much. Mr. Smith explained that if he were to stay in the room, the students would lean on him too heavily for help. He felt it was best for the students to learn to work problems by themselves, as their first tendency was to ask for help at any sign of trouble. The administrator accepted this explanation, especially when Mr. Smith pointed out that neither vandalism nor unruly behavior ever occurred in his absence as proven by the immaculate condition of the room.

Once Mr. Smith asked the administrator why General Math and Remedial Math classes, infamous for slow and unmotivated students, always filled his teaching schedule when Geometry, Algebra, and Calculus with brighter, better students always went to other math teachers. Mr. Smith was told he was the only teacher who could "handle those kids."

Contrary to what his teaching fellows believe, Mr. Smith is a highly intelligent person with an excellent college record (a Master's Degree in higher math). He is also slim, clean, and well dressed. He is friendly to most people but not a socializer in the faculty room after school. Students appear to respect him. He jokes around with them now and then, but also has a reputation for immediate and harsh discipline.

The administration has noted that Mr. Smith often leaves school before 4 p.m., especially on warm days.

MAJOR CATEGORIES FOR GOAL SETTING

1. Program Goals

   - To review and make appropriate changes in a seventh grade language arts program;
   - To introduce the new reading series to the second grade;
   - To revise the contemporary American writer's unit for my fourth-period advanced literature class;
   - To review the thematic units used in my fifth-grade social studies program;
   - To improve articulation between science programs in fourth and fifth grades;

2. Learner Goals

   - At least 80 percent of the students will be able to correctly identify at least 80 percent of the problems on a long division test.
   - The students will be able to demonstrate their ability to write a descriptive essay.
   - The students will show an increased appreciation for the American free enterprise system.
   - My fifth-grade class will be able to identify the Presidents of the United States by October 15.
   - At least 70 percent of my students will be reading at grade level by February 15.

3. Teaching Goals

   - Increase use of instructional objectives in developing classroom teaching strategies.
   - Develop procedures for increasing the amount and quality of student-teacher verbal interaction.
   - Increase the number of extended student-teacher contacts and student ideas in lecture and discussion settings.
   - Increase my level of enthusiasm by the use of more overt physical actions (voice, gesture, facial expression, movement).

- Tailor my questioning style to the different ability levels in my classroom.

From Thomas L. McGreal, "Helping Teachers Set Goals". Educational Leadership, February, 1980: 416-418.

SPECIFIC PROJECT AND PRODUCT-ORIENTED ACTIVITIES

- Planning and directing an inservice workshop for area teachers in a specific subject field.
- A business teacher developing a student secretary program.
- Developing pre and post unit mathematics skills tests for use of mastery learning techniques correlated to textbooks and course of study.
- Publishing articles about school system special programs.
- Developing an alternative comprehensive observation/evaluation format appropriate for guidance counselors and library specialists.
- Guiding parent evaluation of a guidance plan designed to increase student/parent interaction.
- Designing student evaluation forms that correspond more closely to specific subject matter.
- Organizing individual learning packets into self teaching chemistry units.
- Developing a workbook for drug and alcohol awareness for use by all district elementary teachers.
- Charting student behavior with recommendations for changing teaching procedures.
- Reviewing computer software and developing a resource book for school system teachers correlated with course of study.
- Forming a volunteer parent program for diagnosing and defining kindergarten students' developmental skills.
- Preparing a resource booklet on the State of Ohio for the course of study.
- Implementing a plan using volunteers to teach computer awareness and keyboarding at the elementary level.
- Developing an alternative spelling program for gifted students.
- Administering parent evaluations of teacher-parent conferences with recommendations for their improvement.

- Developing and distributing a brochure on tips for homework, study habits, and facts about our school.
- Organizing lunch hour group guidance sessions dealing with healthy eating habits.
- Organizing National Honor Society students into a peer tutoring contingent for use in study hall periods.

From Dennis L. Allen and William F. Peinert, "Evaluate Teaching, Not Teachers," *Updating School Board Policies*, June, 1987: 5.

(H-V-5)

STEPS IN GOAL SETTING

PERSONAL GROWTH AND DEVELOPMENT

1. Become Aware of Self (self assessment, feelings)

2. Become Aware of Context (school environment)

3. Become Aware of New Developments (effective teaching practices)

4. Imagine All Possibilities (ultimate dream)

5. Attach to Reality (consider available resources)

6. Write the Goal (develop for personal growth)

7. Seek Resources (who and what can help)

(H-V-6)

TEAM GOAL PLANNING

PROFESSIONAL GROWTH GOALS	BARRIERS TO ACHIEVEMENT	METHODS TO REMOVE BARRIERS

MODULE V. GOAL SETTING AND NEXT STEPS

SUMMARY AND EVALUATION

Summary:

Teachers, particularly those in mid-career, often lose the motivation to grow professionally because they perceive that the educational environment is not providing the attention and concern that is needed to support their professional development.

Teachers respond best to intrinsic motivators which give them the means and opportunity to improve their instructional skills.

Goal setting, from awareness of self and situation to locating resources to fulfill goals, takes time and careful thought on the part of both teacher and supervisor.

Productive goals meet certain criteria and will fail if workers feel they cannot reach them because of lack of skills or confidence; or they perceive no personal benefit if they do reach them.

Implementing growth oriented teacher evaluation will take collegial relationships between administrators and staff and a common vision of good educational practices.

(H-V-8)

TEACHER EVALUATION FOR GROWTH

Goal Setting and Next Steps

Module V Evaluation

	VERY INEFFECTIVE	SOMEWHAT INEFFECTIVE	NOT SURE	SOMEWHAT EFFECTIVE	VERY EFFECTIVE
1. What overall rating of effectiveness would you give this module in meeting the outcomes identified earlier?	1	2	3	4	5
2. How effective were the transparencies in providing you with an understanding of the topic?	1	2	3	4	5
3. How effective were the handouts in providing you with an understanding of this topic?	1	2	3	4	5
4. How effective was the process or design used in this module in helping you to understand the topic?	1	2	3	4	5
5. How effective were the activities and information provided in helping you plan for a teacher evaluation program for growth?	1	2	3	4	5
6. How effective were the trainers in presenting the information and skills in this module?	1	2	3	4	5

1. What activities in this training session were most effective in understanding the concepts presented in this module?

2. What specific recommendations would you make for subsequent training sessions of this module?

3. Do you have other comments?

THE TEACHER'S DILEMMA

- Lack of recognition
- Stagnancy
- Monotony
- Lack of direction
- Lack of opportunity to grow
- Time constraints
- Lack of administrative support

from Paul V. Bredeson and others, "Organizational Incentives and Secondary School," Journal of Research and Development in Education, Summer, 1983.

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(T-V-2)

EXTRINSIC AND INTRINSIC MOTIVATION

Extrinsic

Money
Fringe Benefits
Praise
Recognition
Promotion
Criticism
Responsibility
Social Acceptance
Social Rejection

Intrinsic

Helping Others
Skill
Knowledge
Autonomy
Self-Respect
Achievement
Use and
  Development
  of Talent
Goal Setting

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STRATEGIES FOR TEACHER MOTIVATION

- Increasing administrators' respect and support for teachers
- Reducing class sizes
- Providing additional support services in the classroom, such as teacher aides
- Reducing classroom disruptions
- Limiting severely the amount of paperwork required
- Redesigning the workplace physically to encourage interaction among teachers and reduce isolation
- Fostering team teaching and other cooperative efforts in order to reduce isolation and increase intellectual challenges
- Formally providing new teachers with special support and guidance from experienced teachers
- Involving teachers in the development of school goals and performance expectations
- Encouraging interchange between teachers and other community professionals
- Honoring outstanding teachers

Adapted from Improving the Attractiveness of the K-12 Teaching Profession in California, California State Department of Education, 1983

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GOAL CRITERIA

1. Specific
2. Challenging, Yet Reachable
3. Deadline
4. Supervisory Presence
5. Perceived as Fair and Reasonable
6. Resources provided

Adapted from Gary P. Latham and Edwin A. Locke, "Goal Setting--A Motivational Technique that Works," Organizational Dynamics, Autumn 1979

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STEPS IN GOAL SETTING

Become aware of self

Become aware of context

Become aware of new developments

Imagine all possibilities

Attach to reality

Seek resources

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(T-V-6)

TEAM GOAL PLANNING

Professional Growth Goals	Barriers to Achievement	Methods to Remove Barriers

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Teacher Evaluation: Accountability and Growth Systems—Different Purposes

What are the requirements and the differences between an accountability system and a growth-oriented system of teacher evaluation? The author explores the answers to this basic question in an effort to show which one is likely to have more impact on the quality of teaching.

By Richard J. Stiggins

PUT YOURSELF in this teacher's place:

"I'm evaluated every two or three years and this is the year! I've been teaching 25 years, so I know the routine. But still, it always makes me a little nervous. The principal and I talked about it and did some planning. We agreed on ground rules, talked about objectives, reviewed lesson plans, planned for the classroom observation, etc. We've worked together for years. The principal knows I'm a good teacher. Why be nervous?

"The day and the hour of the observation arrived. No principal. I started the show. Twenty minutes into it the principal arrived, took a few notes, and departed 30 minutes later. Did the principal know I ran into trouble and had to change plans midstream? Why did the kids choose that time to behave as they did? Did the principal realize that every day is not like this? My mind is racing!

"I received my answers to these and other questions at my post-observation conference. We were to meet after school that same day; but because the principal was delayed at the district office, we met a couple of weeks later. The feedback was all very positive. The state specifies the criteria. There are no ratings as such; just comments. All the comments were very flattering (as they always are). I received my usual satisfactory overall rating, signed the form, and left. It's always the same—I never understand why I get nervous!"

What Was Accomplished?

Maybe not a typical evaluation scenario, but it exemplifies a majority of

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them—what was accomplished that was of value to the teacher, to the student, to the school, administrator, or taxpayers?

The only accomplishment was that the terms of the state teacher evaluation law (requiring evaluation) and the collective bargaining agreement (specifying evaluation procedures) were satisfied. Beyond this, the only noticeable outcome was that the teacher's anxiety was raised briefly then reduced for two or three more years.

But what else could have been accomplished? Why were additional positive outcomes not achieved? Why, for instance, did the teacher not receive feedback that would promote professional growth? Possible answers to these questions are explored here.

Purposes of Evaluation

Teacher evaluation systems typically claim to serve two purposes:

- To provide information for use in personnel management decisions such as hiring, firing, promotion, tenure, and, most recently, salary or merit. In this context, evaluations promote educational *accountability*.
- To promote the *professional development* of teachers. Ostensibly, evaluations provide information on teachers' strengths and weaknesses, so remedial training can be planned.

Some define the first as summative teacher evaluation and the second as formative (Millman, 1981); others, such as school administrators, often refer to formative evaluation as supervision and summative as evaluation.

Whatever the labels, evidence suggests that most teacher evaluation systems serve only the accountability (summative evaluation) function and have little or no impact on teacher or school involvement (Stiggins and Bridgeford, 1985). Sharp differences between these two purposes appear to make it difficult for the same evaluation system to serve both. Let's explore why this might be the case.

First, a definition of what I mean by each type of evaluation system. Accountability systems are generally defined by state law and/or collective bargaining agreements between teachers and school districts to include a pre-observation conference between teacher and supervisor followed by classroom observations by the supervisor. The participants then meet again to review and discuss the results. A written record of the evaluation is often placed on file.

Because accountability evaluation is subject to public (possibly judicial) review, the data required to demonstrate minimum competence must be verifiably objective and standardized for all teachers and evaluators.

These steps are carried out every year or two or three to provide evidence of teacher competence. If the principal finds a problem, written evaluation records become evidence of a need for some personnel action. If there are no problems, the results are placed on file and no further action is taken.

Evaluations intended to promote professional growth are rare. Therefore, my description defines more of an ideal than a reality. Growth-oriented evaluations tell teachers what aspects of their teaching performance are highly developed and what needs further development. Information on the quality of performance may come from the supervisor, peers, students, or the teacher's own self-analysis.

Feedback may be continuous or intermittent. It is the teachers' job to (a) evaluate the feedback and (b) take responsibility for acting on that feedback. More about this later. However, for this system to work, supervisors must support the teacher's self-improvement efforts with staff development resources.

This distinction should make clear that both kinds of evaluation are important. Each can be useful, if done well, but we should not pursue one to the exclusion of the other. We need a balance. District policy statements on teacher evaluation often recognize the importance of that balance, but actual evaluation practice is often out of balance.

In effect, most districts ask one evaluation system to serve two purposes. In my opinion, this cannot work. Accountability needs may be served. Unfortunately, however, teachers' improvement needs are not. In fact, one could argue that teachers' growth has been suppressed through a fear of trying anything new, especially if expectations and the cost of not improving aren't well defined.

To understand why, let's explore differences between accountability and growth-oriented evaluation systems in:

- The purposes of the systems—decisions to be made and the interests served by evaluation;
- Impact—the number of teachers affected and the importance of the decisions;
- Evaluation mechanisms available for use in each—data required, data sources, and keys to success; and.
- The potential limitations and key benefits of each system.

Differences in Purposes

First, the two systems have different purposes. Evaluation systems that serve summative or accountability purposes have as their purpose the elimination of incompetent teachers. Teachers who fail to meet minimum standards of competence are required to improve under threat of personnel action. Thus, the accountability system has the interests of the district and the community at heart.

Once minimum competence is demonstrated and the teacher is certified and/or granted tenure, the evaluation system no longer affects that teacher. That is, teachers are not *required* by law or contract to move beyond minimum competence, nor does an accountability evaluation system provide any external motivation to do so.

On the other hand, evaluation systems that serve professional development purposes have a fundamentally different purpose. They are designed to promote excellence by helping the already competent teacher attain new levels of professional excellence. Thus, it has the interests of the professional teacher at heart.

Impact of Evaluation

As a result of these different purposes, the two systems have a different impact on overall school quality and individual teachers.

Accountability systems strive to affect school quality by protecting students from incompetent teachers. However, because nearly all teachers are at least minimally competent, the accountability system directly affects only a very few teachers who are not competent.

Thus, if our goal is to improve general school quality—and we use only those strategies that affect a few teachers—overall school improvement is likely to be a very slow process.

Growth-oriented systems, on the other hand, have the *potential* of affecting all teachers—not just those few who are having problems. There is no question that all teachers can improve some dimension(s) of their performance.

The problem in this case, however, is that evaluation systems purposely designed to trigger such growth throughout the teacher ranks are at least rare, if not nonexistent. This is why such systems offer the promise of great impact on school improvement. But that promise is yet to be realized.

Now let's turn to the issue of impact on the individual teacher. If evaluation is to improve schools, it must motivate individual teachers to become better teachers.

The two systems differ in their management of this motivation issue. Accountability systems rely on (a) the requirement of law and contractual obligation to compel teachers to participate, and (b) the threat of personnel action to trigger growth when needed.

The effect of required participation is clear. If teachers are not doing the job, they must change or leave the profession. If they are doing the job, there is no impact, as was shown in the opening scenario.

But a growth-oriented system must manage the motivation issue differently and therefore, its impact on the individual varies. Since it is neither legal nor feasible to *require* all teachers to demonstrate skills above the level of minimum competence, participation in growth systems cannot be required for competent teachers.

Teachers cannot be *obliged* to "attain excellence," however lofty such a goal might seem, because there is no universally acceptable definition of excellent performance. While standards of *minimum* competence can be defined and applied uniformly to all, the standards of defining excellence vary markedly from context to context and teacher to teacher (Duke, 1985).

For instance, excellent teaching could be defined in radically different ways in an inner city versus suburban high school, in a kindergarten versus a junior high, or in music versus science. The pursuit of excellence is a private, professional matter best managed and controlled by each individual teacher.

This does not make it a less important goal. Nor does it erase the community's responsibility to provide teachers the support they need to achieve professional improvement. But what it does say is that motivation to participate in growth-oriented systems must come from within each teacher. For all teachers who can find that inner motivation, there is the promise of positive impact.

Evaluation Mechanisms

Because accountability evaluation is subject to public (possibly judicial) review, the data required to demonstrate minimum competence must be verifiably objective and standardized for all teachers and evaluators. In short, the data and the process by which they are collected must be legally defensible.

Typically, the most legally defensible type of data for such an evaluation are those based on direct observation—

classroom performance—usually conducted by the teacher's supervisor. All accountability evaluation mechanisms are designed to protect the due process rights of the teacher and the school district. Therefore, they are rigidly rule-governed processes that are carefully negotiated and managed.

Growth systems are not constrained in this way. For example, in growth systems—unlike accountability systems—the performance criteria can be individualized, and the nature and sources of performance evaluation data can be much broader than those used in accountability systems.

In order to grow, a teacher must see and acknowledge the need for change.

We have already said that the pursuit of excellence is an individual matter. That means the direction and pace of that growth must be defined in ways that are relevant to the individual teacher. The direction and pace are defined in terms of the performance goals or criteria toward which the teacher strives.

Growth systems place decisions about what those criteria should be in the hands of the teacher. Teachers are more likely to consider and act upon feedback that describes their classroom performance without judgment and in terms they understand and accept.

Therefore, the key to successful growth evaluation is reliance on performance criteria endorsed as appropriate by each individual teacher.

Many data sources not permitted in accountability systems are viable options for growth systems. For instance, a teacher's self-assessment would be considered self-serving and therefore inadmissible in a termination hearing. Yet the teacher's own perspective on growth needs is invaluable to professional development. In order to grow, a teacher must see and acknowledge the need for change.

Peer assessment would certainly be challenged by the school district in an adversarial battle with the teacher's association over termination of one of its members. In a legal sense, it would be considered potentially biased. Yet, we know there may be no more qualified source of feedback on teacher performance than another experienced, competent teacher. Teachers take their colleagues' reviews to heart and learn from them.

Similarly, student evaluations of teacher performance would be suspect in a termination hearing. Participants could regard students as easily influenced, biased, or unqualified to judge minimum competence. But there may be no more valid source of information on and criticism of learning environments than the students who live and work in those environments. When their views are sought in a careful, thoughtful way, students can provide insights no one else can. Every teacher who is serious about professional growth is deeply interested in how he or she affects students and is perceived by them.

Finally, data on standardized student achievement test performance are not regarded by experts as appropriate evidence in summative teacher evaluation because student standardized test performance is influenced by so many factors beyond the control of the teacher. Yet we know that one index of teacher effectiveness is student learning.

If we are careful to give the teacher the tools to track achievement using teacher-made tests and place the teacher in charge of gathering and analyzing the student achievement results in the classroom on a day-to-day basis, surely teachers can see areas of performance where they might improve.

In short, the key to success in accountability systems is to protect everyone's *due process* rights. That is very important. But we must realize that in the interest of protecting those rights, flexibility is necessarily sacrificed to consistency and legal admissibility. The strict legal constraints placed on evaluation mechanisms can be removed when we change our purpose to teacher growth.

Through this comparison we see why the same evaluation system cannot serve both purposes. With accountability, legal requirements preclude the use of most of the valuable sources of information on performance. Accountability systems serve the interests of the district and the community by ensuring compliance with minimum standards.

This is necessary if we are to have good schools. But it is not sufficient for excellent schools. We must also promote the continued growth of average and outstanding teachers. Growth systems can help us reach this goal and therefore can serve the interests of all—teachers, students, the district, and the community.

The Balance Sheet

Both accountability and growth systems have advantages and limitations. On the positive side, accountability systems present a very positive public image of rigorous, hard-nosed personnel management—an image of accountability that will satisfy most persons who are persuaded that this is in fact the purpose evaluation is meant to serve.

Further, there is no question that the threat of job action motivates teachers whose classroom performance is deficient to strive to improve.

The potential limitations of accountability systems are that they often:

- Focus on a very narrow definition of good teaching (based on a few standard performance criteria).
- Rely on a very narrow and shallow sample of teacher performance (typically one or two brief in-class observations).
- Are subject to the potential biases and opinions of just one observer (the supervisor), and
- Affect relatively few teachers and pupils.

Growth systems also carry liabilities. One of these is a role conflict for the supervisor. As instructional leaders, supervisors want to help teachers improve. But down the road they may also need to make tough decisions about teacher retention. Because teachers and supervisors know this, trust is often lacking.

It can be risky for teachers to admit they need to improve. Yet without this admission, the growth systems are not useful. It takes time and expertise to build any information system that can give teachers systematic feedback from supervisor, peers, students—and themselves.

In any evaluation, questions must be thoughtful, criteria specific, comprehensible, and fair. Persons unaccustomed to roles as evaluators must be trained to observe, to notice, and to discriminate between effective and ineffective behaviors.

In addition, resources must be provided to support the professional development of many teachers—not just the few in trouble. Evaluation for growth is effective only when it is backed by sound inservice. Thus, such systems carry with them considerable costs.

But what do we get for our money? Growth-oriented evaluation systems are the *only* systems capable of promoting excellence among teachers and schools. They can reach their full potential, however, only when they are separated from accountability systems.

Separating the two will take some courageous decision making, requiring a reexamination of goals for teacher evaluation and acknowledging that accountability—though essential—may not be sufficient. We must also ask how much of a commitment and what sort of commitment to excellence in education we are prepared to make.

Will we be satisfied to raise every teacher to a defined minimum level—possibly at the expense of ignoring the supremely gifted teacher who receives no reward under the accountability systems for exceeding minimal standards? Or, once these accountability requirements are satisfied, do we want to extend the resources and the guidelines that will let every motivated teacher live up to his or her full potential?

What Are the Key Points?

The essential points are these: Accountability systems gather data on performance via classroom observation, and the results flow to the district for review, evaluation, and decision making. When the objective is personnel decision making, information flows to centralized decisionmakers and away from teachers.

Growth systems, on the other hand, gather performance information from the teacher, and from colleagues, students, and others and give that information back to the teacher who then evaluates it and decides if and how to act on it. When the objective is growth, the flow is toward the teacher.

In this sense, accountability systems are district-centered, while growth systems are teacher-centered. Which would we expect to have the greater impact on the quality of teaching? Consider the differences between our opening scenario and this one.

Accountability systems serve the interests of the district and the community by ensuring compliance with minimum standards.

"You know, according to the other teachers at school, evaluations are always a waste of time. They say they never get anything out of it. Well I sure got a lot out of it this year! That's probably because I was a new teacher and have a lot to learn.

"For instance, right away, I found out how difficult it can be to manage kids. We talked about all that classroom management stuff in college—but it's different when you're standing in front of them on your own for the first time. They let me try it for a week, then Judy showed up. Thank God she knew what to do.

"The principal had arranged for her to spend time with me for the first quarter. Judy and I took one step at a time. She watched what the kids were doing and my management skills. Then she told me what she saw. Next we dis-

cussed what to do differently. The next day she took over and I watched—and learned. Then I tried again and I mean the kids were on task! I was amazed! Her tactics really worked.

"As we worked together that term, she watched, demonstrated, and provided suggestions. I tried and sometimes I failed—but my confidence was building. Every couple of weeks the principal showed up to let me know how pleased he was with my progress.

"I really felt like they cared because they took time to watch me and show me how. I'm not sure what I had learned beforehand—but I know I would not have survived without them. Did I learn anything from evaluation? You bet!"

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Performance Assessment for Teacher Development

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Interest in assessing teacher performance has heightened in the last decade. More than ever before, parents want assurance that teachers are competent professionals. Just when schools are plagued by spiraling costs, declining enrollments, and dwindling resources, educators are pressed to seek better ways of assuring quality instruction. Effective teacher evaluation is one way to reach that goal.

Educators are concerned about teacher evaluation for many specific reasons. However, as Millman (1981) notes, we can distinguish between two major types of teacher evaluation: formative and summative. The goal of formative evaluation is to identify teachers' own strengths and weaknesses and plan appropriate professional development activities. Summative evaluation results, on the other hand, provide a base for administrative decisions involving hiring and firing, promotion and tenure, assignments and salary.

Clearly, formative and summative evaluations serve different purposes, but both are important. Summative evaluations are designed to ensure that highly qualified educators enter the profession and continue teaching. Formative evaluations help those already teaching to develop and refine vital skills. Most teacher evaluation conducted today attempts to do both simultaneously. In practice, however, most evaluation practices address summative goals. Formative teacher evaluation—potentially important in instructional improvement and individual development—often assumes a secondary role.

Neither summative nor formative teacher evaluations, as currently conducted, serve their respective purposes as well as they might. Neither the environment in which summative evaluation is conducted nor the assessment procedures used for that evaluation are as effective as they could be. Formative evaluation offers a potential seldom realized simply because it demands more time and effort than many evaluators can afford. In both cases, a new course of action is needed if the potential of teacher evaluation is to be realized. The research project described in this report is an attempt to chart part of that course.

This investigation addresses problems and solutions associated with formative evaluation. We do not wish to imply that formative evaluation is necessarily more important than summative. Both are potentially valuable. But issues of teacher selection, retention, and promotion are already receiving widespread consideration; we feel teacher improvement needs more effort and attention. If overall school improvement is our primary goal, then teachers' professional growth and development become paramount.

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Further, performance assessment—the observation and rating of behavior—can make a significant contribution to teacher evaluation when used in a formative way. For reasons that will be outlined, the rules governing summative evaluation often preclude the use of much potentially valuable performance data. Formative evaluation, free of such constraints, offers a richer source of performance information on which to base teacher development.

Our goals in this study were first, to understand current teacher evaluation, both its problems and potentials; and second, to identify ways that evaluation can be effectively used to promote teacher development. To reach these goals, we addressed four questions: How are teachers typically evaluated? How are evaluations used to foster teacher improvement? In what ways can evaluation and development be more effectively linked? What barriers prevent linkage?

In answering these questions, we (a) reviewed current research on teacher evaluation, (b) reviewed current laws, regulations, and contracts pertaining to local evaluations, and (c) conducted case studies of teacher evaluation policies and practices in four school districts. In addition, we conducted a working conference, emphasizing formative teacher evaluation practices and priorities, with task forces of principals, teachers, and district administrators from each of the four case study districts.

Research on Teacher Evaluation

The majority of school districts look to teacher evaluation as a means of improving teaching performance (Bolton, 1983; Educational Research Service, 1978). But given the ineffectiveness of current evaluation approaches, most are not achieving this goal to any impressive degree. To understand why, we explored four dimensions of teacher evaluation: the current context; characteristics of constructive, formative evaluation systems; research on the status of evaluation practices in schools; and the role, actual and potential, of evaluation in fostering teacher growth and development.

The Context of Teacher Evaluation

The current context of teacher evaluation is changing. Donald DuBois, former coordinator of staff development in Salem, Oregon, explains part of the impetus behind this change: "Teacher evaluation, historically, has been a mess. Teachers often feel naked and defenseless by the 'inspection' and 'report card' system. For principals, the teacher evaluation process is a gut wrenching, time consuming duty" (Lewis, 1982, p. 55).

Educational administrators are aware of problems with current evaluations. Responding to a national survey by the American Association of Secondary Administrators (Lewis, 1982, p. 11), administrators specified the following needs:

- Better definitions of effective teaching: Although many evaluation programs attempt to define effective teaching, most definitions center on teachers' behaviors—not on appropriately measured outcomes.
- More trust in the process: As one superintendent put it, "We need to know how to evaluate people and get them to feel good about it." In many places, the "spirit" of evaluation has been so structured by teacher contract agreements that it is almost "pro forma."
- Proof of the link between evaluation and instructional improvement: Until there is some specific indication that the process is worth the trouble, some say it will remain "pro forma."
- More specifics on evaluation techniques: Conferences, personal goal-setting, classroom observations—these are common approaches to evaluation, but administrators want to do them better.
- More sensitivity to the needs of the evaluator, primarily the principal: Many participants feel they have neither the skills nor the time for successful evaluations. Evaluators wonder what kind of training they should have and how they should be evaluated to be sure the system works.

As these comments show, administrators are often frustrated by current practices. Evaluation is time consuming, potentially disruptive to staff-administrator relationships often distrusted and criticized by teachers and seemingly ineffectual in improving instruction.

Teachers also are critical of evaluation procedures. They often contend that the assessment methods used are inappropriate. The performance criteria by which they are judged are either unspecified or too general; classroom observations are infrequent and superficial; the factors evaluated often have little relationship to instruction; supervisory evaluations are too often subjective, based more on personal characteristics than instructional skill; and results are either not communicated or are not useful in improving performance (Bolton, 1973; Borich & Fenton, 1977; Natriello & Dornbusch, 1980–81).

Recent surveys of teachers' attitudes about evaluation bring these problems into sharper focus. For example, Wood and Pohland (1979) report that only 28% of the items in school districts' evaluation checklists examined relate to the instructional role of the teacher. A few additional items deal with relevant personal characteristics, such as responsibility and enthusiasm. But the remaining checklist items relate to behavior outside the classroom: memberships in organizations and participation in professional, social, and administrative activities. In other words, the criteria used in these instruments, note Wood and Pohland, appear unrelated to improving teaching performance and offer little assistance in changing teaching practices.

In studies conducted by Natriello and Dornbusch (1980–81), teachers noted that they viewed their evaluation systems as generally unsound, overly subjective, and unaffected by their efforts. Teachers in these studies indicated that evaluation criteria were seldom shared with teachers, that teachers were uninformed about the information collected to evaluate their performance, and that minimal time was taken to communicate evaluation results to them. The authors note, "The teachers in our interview study reported that on the average they received formal evaluations from their principals once every 3 years." Moreover, in these teachers' perspectives, evaluations were unrelated to the sanctions or rewards of the system and hence "had little value" (p. 3).

Levin (1979), in a summary of research on teacher evaluation, argues that "research provides little support for current practices in teacher evaluation." He goes on to comment, "One of the few things that can be safely said is that the prevalent system of evaluation . . . through observation by supervisors is biased and subjective. The use of techniques that have greater promise for providing objective data, such as observation instruments . . . is as yet uncommon" (p. 244).

Designing a More Constructive Environment

Dissatisfaction with current evaluation procedures and outcomes has prompted many educators to propose substantive revisions—revisions in planning, in designing performance criteria and acquiring meaningful data, and in communicating results to teachers. The following suggestions represent a concise cross-section of current thought on what strategies might make evaluation practices more constructive and effective.

Manatt (1982), a major proponent of an evaluation model being tried in school districts across the country, advocates an evaluation system manifesting these features: (a) teacher involvement in the evaluation process; (b) centralized and collaborative development of performance criteria based on research and on local priorities; (c) goal setting; (d) multidimensional methods for assessing teachers' skills, including objective data gathering and self- and peer evaluation; (e) analysis of results with teachers and development of specific job targets for improvement; and (f) inclusion of a preobservation conference to acquire background data, and postobservation conference to mutually analyze classroom data and set goals for improvement.

Manatt's model strongly reflects the positive impact of clinical supervision, a collegial process of professional development designed by Harvard School of Education faculty in the 1960s. Clinical supervision is a system in which teacher and supervisor work together to set goals and determine progress. This collaborative model includes three major steps.

preobservation conferences to exchange background information and to mutually establish goals and methods for gathering data; multiple classroom observations that include collection of objective data; and postobservation conferences to analyze and verify data and to collaboratively develop a systematic plan for improvement. In addition, teacher and supervisor communicate extensively throughout the evaluation process to ensure that the teacher has a real voice in determining evaluation procedures and setting goals for professional growth. Although clinical supervision methods have been adopted procedurally by districts across the country, the heart of the teacher development process—frequent observation and discussion—has not been successfully incorporated into most local systems.

In response to valid concerns about the perfunctory nature of most evaluations and reliance on subjective observational data, many educators urge the use of (a) assessment methods that give more adequate and objective data about classroom interactions (verbatim records, charts of classroom interactions, records of questioning or reinforcement strategies), and (b) use of multiple evaluation procedures (student and peer evaluation, assessment of student products) to provide a more comprehensive picture of the teacher's performance (O'Hanlon & Mortensen, 1977). Levin (1979) reinforces the need for "more extensive use of student evaluations and less reliance on ratings by principals and other supervisors." He also concludes that "reliance on a single evaluation technique is unwise" (p. 244) since it reduces the possibility that the teacher will be judged fairly.

Following a comprehensive analysis of current teacher evaluation practices, Darling-Hammond, Wise, and Pease (1983, p. 320) specify four minimal conditions for a successful teacher evaluation system:

- all individuals in the system understand the criteria and processes for teacher evaluation;
- all participants understand how these criteria and processes relate to the basic goals of the organization; that is, there is a shared sense that the criteria reflect the most important aspects of teaching that the evaluation system is consonant with their educational goals and conceptions of teaching;
- teachers perceive that the evaluation procedure enables and motivates them to improve their performance, and principals perceive that it enables them to provide instructional leadership;
- all individuals in the evaluation perceive that the evaluation procedure allows them to strike a balance "between adaptation and adaptability, between stability to handle present demands and flexibility to handle unanticipated demands" (Weick, 1982, p. 674); that is, it allows participants to achieve a balance between control and autonomy.

Achieving a More Constructive Environment

How extensively do current school practices incorporate these commonly advocated criteria? In summarizing a series of surveys of evaluation practices, Knapp (1982) contends that despite strong advocacy of multiple information sources, involvement of students and peers, and more objective means of collecting data, schools have not really changed their approach to teacher evaluation. Principals still do most of the observing; staff are seldom involved in planning; and there is little real effort to use evaluation outcomes in designing constructive staff development.

Similarly, a recent analysis of 32 highly developed current teacher evaluation systems across the country, completed by the Rand Corporation under sponsorship of the National Institute of Education, provides the following insights regarding evaluation practices (McLaughlin, 1982).

Exemplary programs displayed a number of common features. Nearly all of the 32 programs studied required a preevaluation conference (88%), classroom observation (100%), postevaluation conference (100%), a written action plan following evaluation (88%), action plan follow-up (81%), and the participating principal as primary evaluator (78%). Few, however, used self-evaluation (38%), peer evaluation (25%), or students' achievement data (22%) in evaluating teachers

Despite these similarities, McLaughlin (1982) suggests "there is scant agreement about instrumentation, frequency of evaluation, role of the teacher in the process, or how the information could or should inform other district activities" (p. 11). In other words, little consensus exists about "best practice." Moreover, although 74% of the districts named school improvement or staff development as the primary goal of the system, few districts established the necessary links between teacher evaluation and staff development to make that goal achievable. There is, as the study notes, "a general lack of integration between teacher evaluation and staff development or district curriculum guides" (p. 11). Thus, although exemplary programs appear to emphasize staff development and school improvement, teacher evaluation operates, more often than not, as an independent, self-contained system, not an integral component of a broader staff development program.

Effective Formative Evaluation Elusive

As recent studies point out, even highly developed teacher evaluation programs seem to lack procedures or organizational links essential for systematic individual or staff development through teacher evaluation.

As Knapp (1982) notes, strong formative evaluation programs require both staff involvement and a specified relationship between teacher development and evaluation. But despite the urgings of researchers and educators themselves, not much has happened. As Knapp states, although effective evaluation of individual teachers can provide "a more accurate picture of an individual teacher's needs than, for example, the group needs assessments commonly used . . . systematic evaluation of individual teachers does not as yet appear to be a standard part of staff development planning" (p. 8).

Holley (1982) contends that districts need to make better use of evaluation data. "When evaluator ratings are summarized across competencies or areas, the training needs of both evaluatees and evaluators emerge" (p. 7). District and building summaries can be instrumental in identifying staff development needs. "The data," argues Holley, "should be captured and used for the improvement of both the evaluation process and instruction" (p. 7).

While teacher evaluation practices are becoming more systematic procedurally, most are still insufficient to support viable teacher improvement programs. Teachers want, at the very least, an evaluation system that provides accurate information on classroom needs, opportunity to acquire and master new learning approaches, and collegial support when instigating needed changes. These activities demand more time, instructional involvement, and more thorough assessment than many principals seem to find manageable. As a consequence, practices become more formalized, remaining basically unchanged. Moreover, as the next section indicates, changes in practice may occur more in response to external pressures than to internal needs.

Factors Regulating Teacher Evaluation Practice

State teacher evaluation laws and regulations can influence local evaluation practices, as can collective bargaining agreements. This analysis explores whether these laws and contracts promote or constrain the use of evaluation for teacher development.

We begin the analysis of state laws and regulations with a brief summary of the national picture, then comment on district/teacher association contracts.

Teacher Evaluation Laws

Twenty-six states currently have laws requiring teacher evaluation, according to Wuhs and Manatt (1983). Though an equal number currently have no laws, the number of such laws has increased dramatically during the past 12 years, with over 80% of all laws enacted since 1971.

Wuhs and Manatt, for example, report that in nearly all states improvement is a primary purpose; in almost half, evaluation data are also used for personnel purposes. Beckham (1981), by contrast, reports that less than half of the states list school or teacher improvement as their primary purpose, and that the remainder of laws serve personnel decisionmaking functions. This apparent discrepancy may simply indicate that most evaluation laws serve multiple purposes and often claim to address both formative and summative issues.

Three-quarters of the states leave control of evaluation procedures to local districts. Very few specify criteria to be evaluated. And still fewer provide any guidelines for the development of local systems. So it is apparently local decisions, not state mandates, that determine most district evaluation procedures. Since local procedures are often negotiated as part of collective bargaining agreements, as a general rule, state laws would appear to have minimal influence on promoting or limiting any local emphasis on formative teacher evaluation. They may, however, indirectly impede formative practices by requiring certain procedures, such as use of uniform, mandated evaluation reports, or rigid specification of teaching criteria unrelated to district-identified teaching priorities. In such instances, evaluators may first meet the formal, state-mandated requirements and then may decide that implementation of added formative practices is not (a) necessary or (b) possible, given other time demands.

Although some state laws do include some provision for teacher development, most are far less prescriptive than the law passed in Connecticut for the purpose of mandating formative evaluation. Connecticut State Department of Education (1979) guidelines specify the following evaluation methods:

- cooperative planning between professionals and evaluators of the objectives of each individual evaluation, the evaluation procedures, and the process of evaluating the system by staff;
- clear specification and communication of the evaluation purposes as well as the specific responsibilities and tasks that will serve as the frame of reference for individual evaluations;
- opportunity for teachers to evaluate themselves in positive and constructive ways; and
- emphasis on diagnostic rather than evaluative assessment with specific attention given to analyzing difficulties, planning improvements, and providing clear, personalized, constructive feedback.

As our discussion will show, these state guidelines attempt to establish a stronger tie between teacher evaluation and teacher development than do most.

The Impact of Collective Bargaining Agreements

A major force in defining and limiting district teacher evaluation procedures has been the collective bargaining agreement. Its chief impact has been to provide due process safeguards for teachers. According to Strike and Bull (1981), who studied numerous such agreements, these contracts affect the evaluation process by specifying the frequency of evaluations or observations, informing teachers of evaluation criteria, restricting some methods of information gathering (e.g., unannounced visits, secret monitoring, electronic equipment, etc.), and specifying who can and cannot participate in the evaluation process. They also often require formal communication of evaluation results, regulate written reports (e.g., confidentiality, opportunity for a written response by teachers), require remediation for negative evaluations, allow union representation at all conferences and procedures, and necessitate that notice and reasons be filed for disciplinary action, dismissal, or demotion.

Overtly, the effect of these contracted agreements is to promote uniformity and specificity in evaluation procedures. But because of the adversarial nature of many contract negotiations, teacher evaluation is becoming more rule governed and focused on clearly specified minimum work standards (Mitchell & Kerchner, 1983). Collective bargaining has done little to promote links between teacher evaluation and individual development. Although it has often clarified evaluation requirements, it also has made evaluation procedures more impersonal and rule governed, and it has unintentionally introduced another dimension of divisiveness into the process.

The legal and contractual factors governing teacher evaluation are typically designed to standardize evaluation requirements and to promote due process in summative evaluation. By promoting adherence to fair practices in personnel decisionmaking, however, they have, in effect, directed attention toward legal requirements and away from methods for promoting teacher growth and development. Although it is encouraging to find some state laws attempting to strike a balance between formative and summative teacher evaluation, the laws only set an overall context for practice in districts and schools. Their effectiveness still depends on interpretation and implementation. Regulations may indeed enhance the potential for improvement, or they may be viewed as just one more requirement to be met, thus having little substantive impact on instructional changes.

District Teacher Evaluation Practices

What impact do existing laws and contracts actually have on local evaluation practices? Do the same teacher evaluation issues identified in national studies also concern local districts? What practices do local programs use to promote teacher development? To answer these questions, we asked four Pacific Northwest school districts to participate in case studies of their teacher evaluation systems. The results added much detail to our understanding of the evaluation environment.

Case Study Description

To learn about teacher evaluation practices in these districts, we conducted 17 interviews with district administrators in charge of teacher evaluation and with building principals (elementary, junior high, and high school). In addition, each principal was asked to name 4 teachers from her or his school who would respond to a questionnaire on teacher evaluation practices. Forty-eight teachers received questionnaires, and 36 responded.

Participants were asked to describe teacher evaluation practices from their viewpoint. Further, they were asked if and how they used results to plan teacher development. Interviews and questionnaires touched on state and district policies, development of evaluation procedures, methods for gathering information on teacher performance, methods for communicating evaluation results to teachers, and relative satisfaction with their evaluation system. In outlining ways evaluation data are used, administrators and principals described the specific decisions—summative and formative—influenced by the results. They were also asked what role teacher evaluation plays in promoting teacher growth and improvement. Results of the interviews and questionnaires are summarized below.

Case Study Results

In summarizing case study results, we found evaluation procedures to be strikingly similar across districts. For example, all districts used a three-stage evaluation process including a pre- and postobservation conference and classroom observation. The observations, conducted either by principals or vice-principals, were the central feature of all evaluations. They occurred formally either once or twice a year. Peers and students were seldom involved in the evaluation; self-evaluations were cursory if done at all, and student achievement scores were not used. Results of the evaluator's observation were communicated both in person and in writing to the teacher. The written reports called for supervisors to describe teachers' strengths and weaknesses on either state or locally specified criteria. None of the districts used rating scales or indications of performance levels to identify teachers' skills. Finally, training provided evaluators ranged, in one district, from a frequent, integrated program that involved all staff to intermittent or sporadic training in other districts. In addition, both teachers and administrators saw room for improvement in the evaluation process and made specific recommendations about needed changes.

Teachers' perspectives on needed changes. The primary goal of our case studies was to identify barriers precluding use of teacher evaluation results for teacher growth and development. In the questionnaire, teachers were asked for their perspectives on (a) needed changes in the teacher's role in evaluation, (b) needed changes in district procedures, and (c) ideas for improving the quality of teaching in the district.

With respect to the teacher's role, over half (53%) spontaneously urged more opportunity for collegial observation and for self-evaluation through goal setting and videotaping. Others suggested more proficiency in evaluating lessons and giving teachers more knowledge about what constitutes effective teaching.

Recommendations for improvements in the overall evaluation system were far more extensive. Repeatedly, teachers suggested more frequent formal and informal observations, greater use of peer observation and self-evaluation, and more effective preparation and training for evaluators. In addition, they called for better observational strategies, more effective communication of results, with emphasis on specific suggestions for improvement, increased skill among evaluators, and better general management of evaluation. Teachers also noted that they need quality inservice training to improve their skills.

Teachers seemed to agree that to be effective, evaluation must (a) be a valued schoolwide priority, not just a requirement, (b) occur frequently enough so that outcomes reflect actual classroom activities, (c) incorporate methods that provide relevant, specific, and complete information, and (d) involve evaluators trained to provide specific, useful suggestions for improvement. Repeatedly teachers called for more frequent feedback and for constructive criticism, not "vague generalities that hide mediocre teaching."

Administrators' perspectives on needed changes. How satisfied were principals and district staff with their evaluation systems? Responses differed considerably across districts.

In two districts, administrators were generally satisfied with the evaluation process, but were concerned with the amount of time available to conduct observations. In the two other case study districts, administrators were less satisfied. Reasons for dissatisfaction included teachers' lack of trust in the evaluation process, lack of clarity in criteria, and the fact that evaluation seemed more oriented to meeting state standards than promoting improvements.

Similarly, not all agreed that teacher evaluation led to teacher improvement. Some felt that the goal setting process was a major step toward improvement and that, increasingly, evaluation was focusing more on improvement than on judgment. Others felt the link was weak at best. Principals also generally acknowledged that evaluation results were not directly used to plan school or districtwide staff development, and that local supervisors did not include evaluation results in setting instructional priorities. Evaluation was, however, used by some evaluators to help teachers identify individual goals and to specify a plan of action for the year. The completion of these plans and their effect on instruction was seldom monitored.

These administrators cited four major barriers limiting the development of a more formative evaluation system: (a) teachers' lack of trust in the process, (b) insufficient time for evaluation, (c) the adversarial context of evaluation, and (d) principals' skills as evaluators. The trust and time issues were mentioned most frequently. Principals also noted these problems: inconsistent evaluation procedures, imprecise requirements, lack of training for evaluators, imprecise dismissal procedures, overly general evaluation outcomes, teachers' resistance to change, and inadequate staff development. Administrators noted too that many principals did not know how to establish evaluation programs or set realistic priorities.

When asked how evaluation could be more directly related to the improvement of teaching, administrators recommended changes in system management, including increased staff involvement in goal setting and emphasis on improvement as a district priority, improved methods of conducting observations, more time allowed for evaluation and observations, development of evaluators' skills, a stronger link between evaluation and staff development, and accountability for all principals conducting evaluations.

Yes, say supervisors, evaluation could be more effective in diagnosing teachers' needs and improving their skills—but only if the process changes in many ways. And the major changes called for closely parallel those concerns identified in national studies of teacher evaluation.

A Conference on Teacher Evaluation

As a conclusion to the case studies, we invited teams of educators—each team including a district administrator, principal, and teacher—from each of the four case study districts to attend a working conference and consider, in greater depth, methods for more effectively linking evaluation and staff development in the districts. Conference teams discussed two major issues: (a) the barriers to more formative evaluation, and (b) potential ways of linking evaluation more closely to teacher improvement.

After reviewing the results of the case studies, conference participants worked together to produce the following common list of barriers to formative teacher evaluation (listed in order of importance) in their districts:

1. Evaluators often lack important skills needed to evaluate, and the training needed to solve this problem is frequently not available, not used, or ineffective. At least two sets of skills are lacking: (a) skills in evaluating teacher performance, and (b) skills in communicating with teachers about the evaluation process and results.

2. There is often insufficient time for both evaluation and follow-up. A continuous cycle of feedback and growth is needed to promote teacher development. The competing demands of education frequently push evaluation to a low priority status.

3. The process(es) for linking staff development and teacher evaluation is (are) not clear. We lack a clear goal for formative teacher evaluation (i.e., an image of the desired system) and a plan for achieving that goal. State laws and district policies and procedures do not reflect that goal, and individuals (teachers and administrators alike) in the system have yet to provide the support needed to make evaluation results truly productive. Despite an important emphasis on protecting the due process rights of teachers, evaluation systems lack a similar commitment to promoting professional development.

4. Trust in the evaluation system is often lacking among educators functioning in that system. Unclear or unacceptable performance criteria, combined with lack of teacher involvement in developing performance criteria and infrequent and superficial observations, tend to breed skepticism among teachers about the value of results. The adversarial relationship between districts and collective bargaining units also breeds distrust.

Having identified a list of significant barriers, conference participants then turned to the task of finding solutions. Simple solutions were not expected or sought. Nevertheless, participants generated a list of starting points from which to begin various assaults on key barriers.

Individuals noted that commitment to effective teacher evaluation as an important means to school improvement must be given priority status in the district. In addition, district staff need to determine the foremost purpose of their evaluation—either staff improvement or personnel decisionmaking—and develop procedures appropriate to accomplishing that purpose. Added to these initial steps, conference participants called for

- involvement of all staff in the planning process;
- identification of meaningful and relevant performance criteria as the basis of the evaluation;
- evaluators trained to pinpoint teachers' skills in need of development;
- inclusion of other sources of information about teachers' proficiency, including data from peers, self, and students;
- development of a comprehensive staff development program for evaluators as well as teachers; and
- adequate resources—time and money—to develop a thorough program of feedback and development for staff.

In Search of Solutions

Teacher evaluation, as the case studies and summaries of national teacher evaluation practices indicate, is viewed as an important school-based method for improving teachers' skills. In practice, however, evaluation has substantially less impact than is desired. Despite increasing emphasis on improving the quality of teacher evaluation programs, most "improvements" seem directed at systematizing procedures. As a result, regulations abound. Most teacher evaluation systems now require regular annual or biannual evaluations, specify the general performance criteria to be used, define the procedures in the evaluation cycle, call for written documentation of results, and require that those results be formally reviewed with teachers. Some teacher evaluation programs have increased teachers' participation in evaluation by including personal goal setting and carefully outlining plans for accomplishing goals. But educators generally concur that even highly developed evaluation systems are not helping teachers either individually or collectively to improve their skills.

Some of the changes needed to make evaluation more effective, from teachers' and supervisors' perspectives, are these: Teachers and administrators need to collaborate on the goals, criteria, and procedures for evaluation; evaluation procedures need to be geared to diagnosing teachers' skills and aiding them in making instructional changes; supervisors need more time, support, and training to diagnose instructional problems; and evaluation methods need to be more soundly based and linked to rewards and sanctions in the organization.

Persistent problems suggest that substantial changes are needed in the organization of evaluation systems, in the emphasis given instructional improvement, in the kind and quality of information provided teachers, and in the ways evaluation is conducted.

Making the Purpose Clear

Most teacher evaluation systems have attempted to accomplish simultaneously two potentially conflicting purposes: to encourage teacher development and improve instructional quality (formative), and to judge teacher effectiveness and acquire evidence of incompetence (summative). As a result, most have succeeded only marginally, doing whatever necessary to meet minimal legal requirements. In practice, summative evaluation has usually taken precedence; formative activities, by nature more time consuming and demanding, have been dealt with superficially if at all. As a consequence, evaluation systems have not provided adequate diagnosis and assistance to support teacher improvement. Further, the dual purpose of most evaluation programs has increased tension, in many instances undermining the trust, honesty, openness, and motivation needed to promote experimentation with new teaching approaches. For formative evaluation to work most effectively, it needs first to be specified as a primary purpose of evaluation, and second to include appropriate procedures for acquiring information.

In the authors' opinion, it is both feasible and advisable to emphasize formative evaluation and to develop an environment conducive to its success. Although this may be accomplished in many ways, success of the activity appears to hinge on a number of important steps. First, it demands an openness to change and commitment to improvement. Teachers and supervisors must agree on priorities, sharing decisions on what needs to be accomplished and when. Second, it involves cooperatively selecting training opportunities, determining the degree to which objectives are accomplished and new skills learned (selecting criteria for performance), incorporating multiple sources of information to determine the effect of new teaching approaches on students, and sharing resources to support changing behaviors. In effect, success will require that teachers and administrators work together cooperatively, as mutually supportive allies.

Emphasizing teacher development as a major purpose of evaluation requires strategies different from those commonly used in summative evaluation, as the following paragraphs show.

Improving the Quality and Availability of Information

Responsibility for summative evaluation falls most frequently to the school's principal or vice-principal. More often than not, once-a-year observation is the sole basis for determining teachers' performance and identifying needed skills. In formative evaluation, numerous information sources may be tapped. Peers, students, and teachers themselves offer a broad spectrum of perspectives, thus increasing the odds that strengths and needs will be identified accurately. Further, responsibility for formative evaluation can be placed first and foremost in the hands of each teacher and can employ relevant, useful data from sources, such as students and fellow teachers, who are thoroughly familiar with the classroom environment.

Many other information resources, usually disregarded in summative evaluation, are appropriate in formative evaluation. For example, student achievement data can be useful. Although standardized achievement test data are considered an inappropriate basis for summative evaluation, teachers' own day-to-day classroom measures provide diagnostic information that may be a vital component of a teacher's self-evaluation of instructional strengths and weaknesses.

Ensuring Adequate Performance Criteria

The significance of relevant performance criteria can scarcely be overstated. Criteria present stumbling blocks to sound assessment if and when they (a) focus on personal characteristics rather than instructional skills, (b) call for inferences about teaching behavior that compromise reliability, (c) are too general to provide diagnostic information, and (d) are unclear or unrelated to professional practices of teachers. Formative teacher evaluation can be more effective if these factors are considered in establishing the performance criteria that key the process.

First, criteria should relate to student outcomes defined as important by current research and should be identified collaboratively by teachers and principals. The emphasis should be on behaviors that seem to make a difference, such as the clarity of a teacher's presentations. Although researchers acknowledge that not all behavior works in all settings, there is growing evidence now that certain instructional methods, such as those associated with direct instruction, have impact on student achievement in many contexts.

Second, each performance criterion should describe some teacher behavior or characteristic of the classroom environment that can be consistently evaluated, regardless of when the evaluation occurs or who observes the behavior.

Third, each criterion should be clear and specific enough to yield diagnostic information. Ratings that do not suggest how performance might be improved are of little value to a teacher.

Fourth, each performance factor must be endorsed by the teacher as appropriate for his or her classroom. To merit such endorsement, criteria must be (a) valid within the unique learning environment established by the teacher, (b) appropriate for the content taught and the instructional method(s) used by that teacher, and (c) flexible enough to allow the teacher a choice of instructional strategies.

Fifth, performance criteria need to be practical as well as relevant. Though criteria need to be diagnostic, a long list of minutely specific behaviors that cannot be rated, communicated, or addressed in a reasonable time is likely to generate confusing feedback and planning problems. Some balance is needed between diagnostic precision and cumbersome detail. If the list of important performance criteria grows excessive, evaluators should set priorities and address only part of the list in a given term, semester, or year.

Sixth, in reviewing criteria, the teacher and evaluator should identify *relatively* weak areas of performance and mutually design steps to improve those areas. Moreover, in all formative evaluations, it is inappropriate to compare one teacher's performance with that of another for the purpose of ranking teachers by proficiency. The uniqueness of learning environments, student groups, instructional styles, and teacher groups make such comparisons meaningless. In addition, using teacher norms or rankings invariably promotes a defensiveness that is counterproductive. After all, professional development, not criticism for its own sake, is the whole point of the system.

Finally, all desirable change depends on establishment of effective channels of communication between teacher and supervisor. For many teachers, evaluation results have not been communicated either constructively or diagnostically. As one educator commented, "fault finding without suggestions for remedy, categorizations (e.g., good, average) that provide little diagnostic assistance, generalities that appear to have little factual basis and reports that make no clear contribution to organizational goals" are not effective forms of communication (Bolton. 1973. p. 148). This is true. of course. for either formative or summative evaluation.

Useful evaluation results promote instructional awareness and prompt change. To do so. presentation of feedback should occur in an atmosphere of mutual problem solving and trust. teachers need evidence that their efforts toward professional growth will be rewarded with personal recognition and support. As Darling-Hammond et al. (1983) state. "Effectively changing the behavior of another person requires enlisting the cooperation and motivation of that person. in addition to providing guidance on the steps needed for improvement to occur" (p. 314).

Effective Formative Evaluation

Assessing teachers' performance is an important task. It is hoped that the foregoing discussion will promote better understanding of effective evaluation practice. while at the same time encouraging educators to attempt alternative. dynamic approaches to the formative evaluation process. Those alternatives can work to improve instruction if the following guidelines are observed:

- Select methods to match evaluation purpose. The purpose of an evaluation system must be clearly identified and understood in order to select appropriate methods. The same procedures cannot constructively and simultaneously serve the needs of those interested in promoting teacher development and those responsible for personnel decisions. Both sets of needs are important. But different methods are needed to address different purposes.
- Involve teachers in evaluation. Teachers should be involved in *all phases* of developing and operating formative systems. Any evaluation program that does not reflect the interests. concerns. aspirations. and needs of teachers is doomed to failure. By the same token. teachers must have constructive attitudes to make the system work. Teaching must be regarded as a skill to be learned and participants must be willing managers of their own development. ready to consider. explore. and practice new teaching skills.
- Provide relevant training. All evaluators and staff must be thoroughly trained. Everyone involved in the evaluation should know how to use evaluation instruments to acquire useful. objective data. interpret results. and use those results to advantage. Similarly. evaluators should be trained to provide feedback to teachers that is clear. precise. and sufficiently diagnostic to promote realistic plans for improvement.
- Increase sources of evaluation data. Thorough formative evaluation should include the perspectives of students. peers. teachers themselves. and supervisors. and should incorporate several kinds of observation. not just once-a-year classroom spot checks.
- Use meaningful criteria. Performance criteria must be relevant to desired student outcomes. specific enough to be useful in planning professional development. and accepted as important by each teacher to whom they will apply.
- Relate results to organizational goals. Evaluation results should be used by both teachers and staff development planners to set training priorities and to evaluate success in achieving organizational and personal goals. Successful evaluation is clearly tied to organizational planning. Moreover. the system itself should be evaluated regularly before any procedures become so firmly entrenched that they are unresponsive to change.

The entire framework of this proposal for formative evaluation rests on one overriding assumption: School managers and teachers alike function best in an environment characterized by mutual support. by respect and concern for personal growth and for the well-being of staff and students. Where such an environment exists. formative teacher evaluation offers great potential for helping teachers learn to teach better.

Given current economic conditions and declining enrollments, fewer new teachers are entering the profession. Therefore, improving the quality of instruction demands developing the skills of teachers already in the classroom. Formative evaluation—a system inherently sensitive to teachers' needs and goals—can be a vital step in strengthening instructional effectiveness nationwide.

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COMMENTARY ON THE ROLE OF STUDENT ACHIEVEMENT DATA IN THE EVALUATION OF TEACHERS*

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Commentary on the Role of Student Achievement Data in the Evaluation of Teachers

While teacher evaluations typically are based on the observation and rating of teacher performance in the classroom, there is a constant undercurrent of interest in evaluating teachers based on the achievement of their students. This interest often focuses on the use of norm-referenced standardized achievement test scores as the index of student learning and therefore of teacher performance. However, both Haertel (1986) and Berk (1988) have spelled out in precise detail why this summative teacher evaluation use of standardized test scores is indefensible from both assessment and evaluation perspectives. The reasons rest principally on the insensitivity of the assessment instruments to the effects of particular teachers and the long list of factors that are beyond the control of the teacher that influence the scores. Haertel dispells common misconceptions about the role of such test scores in teacher evaluation and then outlines the complex and demanding set of steps local districts must complete in order to develop standardized assessments that will be sensitive to individual teacher effects. While such test development programs are feasible, few districts seem willing to hire the measurement expertise or allocate the resources needed to carry out those steps successfully.

This leaves us on the horns of a dilemma. On one hand, we believe that one legitimate source of evidence of the effectiveness of teacher performance should be whether or not students are learning. We feel certain that if teachers are held accountable for student achievement, then teacher and student performance will improve. Yet, on the other hand, the one index of achievement that we always thought we could count on--standardized achievement test batteries--cannot and will not do the job.

Do we conclude therefore that there is no role for student achievement data in teacher evaluation? Definitely not. I believe there is a clear and appropriate role. But for reasons outlined below, we have a great deal of work to do if we wish to take advantage of it. In order to understand that role, we must face our real aspirations for students. First, we must decide if we really care if students learn or not. Then we must act decisively to make high-quality assessment of student learning an integral part of the teaching/learning process.

Do we care about learning . . . really?

While our interest in evaluating teachers in terms of student learning appears to stem from a desire to concentrate teacher efforts on promoting student academic achievement, there is considerable evidence available to suggest that, indeed, we do not really care if students learn at all. Before proceeding, let me hasten to add that I know educators care very much about students achievement. But just for a moment, consider some evidence to the contrary.

If we cared about student achievement, would we not go to great lengths to be sure each and every teacher is ready and able to assess that achievement in the classroom on a day to day basis, so they would know how to monitor and could adjust instruction to maximize learning? In fact, we rarely offer teachers the assessment training needed to do so. Schafer & Lissitz (1987) have shown us that most teachers are not required to complete any assessment training whatever in order to graduate from teacher training programs or in order to be certified to practice their profession. Many are not even offered the option of participating in such training. Further, those who are trained typically are inadequately prepared with respect to assessment concepts and procedures needed to address the ongoing assessment demands of the classroom (Gullickson, 1986). Does this sound like a profession that cares if learning is occurring? How can we argue that we care, when so few practitioners are trained to determine if learning occurs?

And when we examine the professional preparation of administrators with respect to the assessment of student achievement, we see an even more troubling picture. The vast majority of administrator training and certificate programs offer no training in assessment at all (Schafer & Lissitz, 1987). This often leaves principals less well-equipped to address assessment issues of those teachers whose work they are to supervise. Many simply cannot evaluate assessments and therefore do not know if sound assessments are being used in their classrooms. Many admininstrators are so ill-prepared to address matters related to the assessment of student achievement that they do not understand why it is indefensible to use norm-referenced standardized test scores to evaluate teachers. Does a profession that cares about learning not prepare its leaders to verify that learning is, in fact, occurring?

There is more. Would a profession that really cared not impose standards for high-quality assessment on those who develop the tests that accompany published textbooks and other curriculum materials? Such standards exist for standardized test batteries. But no such standards exist for text-embedded tests and the effect often is obvious in terms of the quality of these assessments.

Would a profession that cared about student learning not have long since thoroughly researched the nature of the classroom assessment environment so as to translate the results into relevant and helpful training for its practitioners? That research and development effort is only now getting underway and is being conducted in just a very few places. It is literally in its infancy. So far, the measurement community knows little about the task demands of classroom assessment (Stiggins, Conklin & Bridgeford, 1986; Natriello, 1987). How can we argue that we care about student learning when we don't understand it's assessment in the classroom?

Finally, would a profession that really cared about outcomes not have systematically trained its policy makers (schoolboard members, state department personnel, state legislators, federal policy makers, etc.) to understand and use assessment data in an informed and appropriate manner? Such understanding is rare indeed.

However, with all of this having been said, my point is not that we don't care about learning. Of course we care! The point is that we spend all available resources training teachers and admininstrators to produce learning, put that training to work in schools, and then allocate no resources to train practitioners in the methods of assessing the outcomes of their efforts. Then when the crunch time comes, such as when the public demands that teachers be evaluated based on student learning, we naively look for the easiest possible way out by unquestioningly using standardized norm-referenced test scores--assessments that cannot work in the teacher evaluation context--as evidence of teacher effectiveness. The point is that most educators on the firing line have not been trained to generate and implement alternative strategies for bringing student achievement data into the teacher evaluation equation. In my opinion, we have not yet begun to pay the dues we owe in the form of the commitment, training and resources needed to develop the assessment expertise or sound instrumentation required at the school building level to assess student learning and evaluate the impact of teachers on that learning.

Taking a New Look From a Different Perspective

We can bring student achievement data to bear in the teacher evaluation context if we simultaneously change our perspectives in two important ways.

First, when we regard the teacher evaluation process, there is a pervasive tendency to think only of the summative side of the evaluation equation. Even Berk and Haertel took this perspective in their very thorough discussions of the role of student achievement data in teacher evaluation. But Duke and I (Duke & Stiggins, 1986) have suggested that we can do a great deal more to improve the effectiveness of teachers and schools if we begin to regard teacher evaluation as growth-producing events. Student achievement data can play a much more significant role in the teacher evaluation equation if we make this shift. The specific reasons are spelled out below.

Second, we must shift the focus of our consideration of achievement data in teacher evaluation away from test results derived from centralized, standardized testing programs and toward results derived from teachers' classroom assessments of student achievement. If we help teachers to use high-quality classroom-level achievement information to determine if their instruction is working, then we take a major step toward helping these teachers tap student achievement data as one source of the informaton needed to establish and achieve their own important professional development goals.

Let's consider these two proposed changes in perspective in greater detail.

Focus on formative. We gain a major advantage in improving the impact of teacher evaluation if we use evaluation formatively rather than summatively.

Summative evaluation serves the screening function of identifying those few teachers who have failed to attain minimal teaching competence. These teachers must be retrained and improve or leave, and resources are brought to bear to determine which will happen. Certainly, this is a very important and useful form of teacher evaluation. But we often lose sight of the fact that this process typically impacts very few teachers--by design. We seek to eliminate incompetence. But by and large, we do not have a great deal of incompetence to eliminate. Nearly all teachers are at least minimally competent. Thus, for the vast majority of teachers, repeated and continuous summative evaluation typically has no impact. They continually demonstrate their competence and nothing changes.

Formative evaluation, on the other hand, can achieve a much broader impact. The objective of evaluation in this case is to help each individual teacher identify professional development goals that are uniquely relevant to them. Since all teachers can grow in some important ways, formative evaluation offers the potential of helping large numbers of teachers to become more effective.

If we seek to use student achievement data to improve schools through effective teacher evaluation, the critical question we must ask is this: Given extremely limited resources for teacher evaluation, do we gain more school improvement per unit of resources invested by (a) using student achievement data to weed out the very few incompetents, or (b) using that data to help all teachers see in clear and unequivocal terms how they might become better teachers? Why not do both, you might ask? We can do that. But then we confront the heart of the matter: How should we apportion our extremely limited teacher evaluation resources between the two? Which will provide the biggest school improvement bang for our buck? I think the answer is obvious. Resources devoted to helping teachers use assessment data to improve teaching hold much greater potential for school improvement than do resources spent for standardized testing for summative purposes. Yet resources rarely are invested in this way. More about that later.

Focus on classroom assessment. As mentioned above, inherent limitations in norm-referenced standardized test scores make them inappropriate tools in the evaluation of teacher performance. They lack the power needed to provide indepth information on student learning over a sufficiently long period of time and under sufficiently controlled conditions to permit the establishment of causal links between teacher performance and that learning. But as luck would have it, we *appear* to have an excellent alternative at our disposal. Teachers measure student achievement continuously in their classrooms. Why not use these classroom measurements of student learning as a tool to evaluate teachers?

On the surface this sounds feasible. But one frequently cited argument against the idea is that assessments across various classrooms are not comparable. They are unique to each classroom. How can we compare teachers across classrooms using different measures? We need standardized outcome measures.

This is specious argument that reveals precisely where our thinking has become confused about the real differences between formative and summative evaluation and the role of student achievement data. The very strength of standardized tests is their comparability. But if our goal is to help each individual teacher to identify her or his own relevant professional development goals through analysis of how well their own students are learning, why must the student achievement data used in this process be like the data gathered by any other teacher? There is no reason. No teacher to teacher comparison is needed. There is no requirement of comparability of achievement data in the formative teacher evaluation context.

The price we pay for trying to force comparability of achievement data into the teacher evaluation context by using standardized test scores is the loss of sensitivity of the data to individual teacher effects. Formative evaluation requires only data that are valid and reliable in terms of the objectives the teacher intends for her or his students to master. For personal professional growth purposes, it matters not how other teachers' students achieve.

So for formative evaluation purposes, it appears that the best index of student learning is classroom assessment results. Under ideal circumstances, there is no question that this would be the case. But unfortunately, this brings us to another dilemma: we cannot encourage teachers to use their own student achievement data to determine how to improve their teaching because their assessments often are undependable (Stiggins, Conklin & Bridgeford, 1986, and Natriello, 1987). Typically, these are assessments developed by practitioners untrained in assessment methodology who admit to concern about the quality of their assessments (Stiggins & Bridgeford, 1985). We know what they need to learn about assessment processes and we know how to teach them to assess effectively (Stiggins, 1987). But the point is that most teachers have not participated in this training. Therefore, if we wish to use student achievement data for formative teacher evaluation, we must first lay the foundation with effective assessment training.

Teachers use many different forms of assessment in their classrooms on a day to day basis:

- Teacher-developed paper and pencil tests and quizzes,
- Tests and quizzes that accompany textbooks,
- Assessments based on observations of and judgments about achievement-related behavior,
- Assessments based on observations of achievement-related products,
- Homework and seatwork assignments,
- Oral questions posed during recitation and in interviews and conferences,
- Student self and peer assessment,
- Group assessment activities, and
- Opinions of others, such as other teachers and parents.

Each of these options represents an excellent source of information for teachers regarding the achievement of their students, if developed and used well. Often they are not. Teachers need to know how to be sure each form is providing dependable data on student achievement, and they need to know how and when to make corrections when standards of dependability are not being met. Most are not trained to do so.

As I review the above list of assessment method options, I am struck by the exciting varieties of student achievement we can assess if we use this full range of options effectively. Note the extreme contrast between the rich definitions of achievement we can derive from this array of options compared to the very narrow definition of achievement we can derive from the multiple-choice format of the norm-referenced standardized test. Consider the potential of classroom assessment to provide the teacher with a continuous flow of data on student learning, so that teachers can make timely adjustments to maximize effectiveness, in contrast to the once-a-year data of the standardized test. Consider also how much teachers can learn about their own effectiveness and improvement needs based on the results of good-quality, continuous classroom assessment compared to how little they can learn from once-a-year standardized tests.

But again, you might ask, why not use both classroom assessment and standardized test data to help us make important decisions? With some notable exceptions, I think we can do that. One such exception is teacher evaluation. Both Berk and Haertel have shown us that norm-referenced standardized test scores were not designed for this purpose and cannot serve well in this decision context. That is not to say that such test scores cannot serve many other valuable purposes. Certainly they can.

However, here again, we must face the same kind of critical question raised earlier about the relative value of formative and summative teacher evaluation: Given limited resources to spend on assessment (in this case, in the context of teacher evaluation), do we gain more school improvement (a) by developing and implementing more centralized standardized testing programs, or (b) by training each teacher to assess student achievement effectively and efficiently in the classroom on an ongoing basis? And if we decide to do both, how shall we apportion those limited resources between the two? Which returns to us the most school improvement for our assessment dollar? Once again, I think the answer is obvious. We need to train teachers to generate their own valid, reliable data with confidence. But we currently are spending all available assessment resources on the former and virtually nothing on the latter.

The Bottom Line

Some teachers are evaluated in some districts on the basis of standardized student achievement performance of students. Often, norm-referenced standardized test scores are examined. This is done in the service of promoting school improvement by identifying less-than-competent teachers. While the goal is important, this use of test scores does not represent sound assessment or evaluation practice.

We have far better options at our disposal. First, we can strive for a more defensible balance in the allocation of resources between formative and summative teacher evaluation, so as to provide the most support to the option that holds the most promise for helping the largest number of teacher improvements. Second, we can strive for a more defensible balance in the allocation of resources between generating standardized test scores and training teachers and instructional leaders to assess well in the classroom on a daily basis, so as to provide the greatest support to the option that holds the greatest promise for helping the most teachers improve.

In my opinion, both resource allocations have been and continue to be grossly out of balance favoring the option with the least potential impact. It need not be so. Used together, formative teacher evaluation and dependable data on student achievement can represent an unbeatable combination for school improvement. But we must be prepared to invest the resources needed to build such a powerful team.

Changing Direction

A wide variety of very specific actions can be undertaken at once to move us toward a proper balance. For instance, we can design teacher evaluation environments to be sure the evaluation experiences of teachers reflect those attributes that maximize the chances that teachers will benefit from the experience. Those attributes are known to us and are well within our reach (Duke & Stiggins, 1986). In addition, however, it is as important that we begin at once to move as rapidly as possible toward a time when the assessment of student achievement has been "demystified" for all--toward a time when everyone who has a vested interest in schools, students and learning has come to be both comfortable and competent with respect to the basics of measuring achievement. By everyone, I mean the public, policy makers, administrators, teachers, students and parents. If we are to reach this goal, many must contribute.

The educational measurement community must remove the shrouds of technical complexity from its instruments and procedures. Guidelines for the proper development and use of all types of classroom assessment must be cast in terms the practitioner can understand and use. Then those basic assessment concepts must be translated into training programs that integrate assessment into instruction--i.e., training programs that are relevant to the teacher in the classroom. Training methods must fit into preservice and inservice training contexts, but primarily the latter. Then teacher and administrator training and certification requirements must be amended to reflect the importance of assessment to effective instruction (and thus teacher evaluation) and resources must be allocated to provide the training. This will take assertive, collective action at state department, post-secondary, local district, building and classroom levels.

Much already has been accomplished, but there is much more to be done. We are gaining a clear sense of the basic measurement tools teachers need to have at their disposal (Stiggins, Conklin, Bridgeford, Green & Brody, in press). Further, we are beginning to understand how to make classroom assessment training work for teachers. Now we need to find the most efficient and economical ways to deliver needed training. I urge that those resources be obtained in part by redistributing some of the resources allocated for summative teacher evaluation systems to formative systems, and by transferring at least some of the considerable resources spent on standardized testing to the improvement of classroom assessment. Let the proportional distribution of resources reflect the potential for each expenditure to improve schools and student learning. Currently they do not.

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THE TEACHER EVALUATION PROFILE (TEP)

USER'S GUIDE

December 1989

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December 1989

Richard Stiggins
Mary T. Rose

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APPENDIX

The TEP Questionnaire

TEACHER EVALUATION PROFILE
USER'S GUIDE

This guide introduces the Teacher Evaluation Profile, or TEP, to those who plan to use it. The TEP is a data collection instrument and reporting system that allows users to document the nature of the teacher evaluation environment in a particular school or district. The instrument and reporting system have been developed from a program of research at the Northwest Regional Educational Laboratory (NWREL) that identified the important attributes of a specific kind of teacher evaluation environment--that is, an environment that promotes the professional development of teachers. Thus, information derived from administration of the TEP allows the user to analyze the growth-producing potential of a particular teacher evaluation environment.

In this guide, we review the research origins of the TEP, present a detailed description of it, discuss its various uses, analyze the psychometric characteristics of the instrument, provide directions for TEP administration, explain how to interpret TEP results, and illustrate how those results can be used to enhance the growth-producing quality of local teacher evaluation systems.

THE ORIGINS OF THE TEP

We know that things grow when conditions are right to promote that growth. Growth takes place when the growing medium is appropriate, the growing organism is healthy, and the proper nutrients are provided over a sufficient period of time. This equation holds for all living, growing organisms, and it applies to psychological as well as biological growth.

If practicing teachers are to grow in professional competence, the school environment must be appropriate, the teacher must be open to and ready to grow, and sufficient resources and activities must be provided over a sufficient period of time to stimulate and encourage that growth. The teacher evaluation process has the potential of promoting growth. Data can be gathered to suggest needed improvements, growth goals can be set, resources can be brought to bear to promote professional development, and the evaluation process can provide feedback that stimulates and encourages professional development.

Unfortunately, there is much research to document the fact that teachers almost never derive any professional improvement from their participation in the evaluation process (Stiggins & Bridegford, 1985). The research leading to the development of the TEP began with an attempt to discover why this is the case. That research included three studies and is described in great detail elsewhere (Stiggins & Duke, 1988) and so it will not be reviewed in depth here. But a brief summary will help to set the stage for the effective use of the TEP.

STUDY I. The first study in the three-study sequence leading to the development of the TEP began with an indepth study of the teacher evaluation systems in four school districts. The goal of the investigation was to uncover barriers to teacher growth through effective evaluation. Indepth interviews with teachers and supervisors, as well as responses to questionnaires, revealed that both teachers and administrators were able to cite critical weaknesses in the evaluation environment and mechanisms that were detrimental to teacher growth. After reviewing the results of the studies of their four districts and discussing the issues, both teachers and supervisors agreed that the major barriers to teacher development in the present evaluation systems were (1) a lack of training among participants in effective evaluation and feedback procedures, (2) insufficient time available or allocated for evaluation, (3) a lack of trust in each other among teachers and their supervisors, and (4) the complete domination of the evaluation process by concerns for due process rights and evaluation for accountability concerns to the exclusion of concerns for teacher growth.

STUDY 2. Since it was not possible for the researchers to assume responsibility for a district evaluation system, remove the barriers and see if more teacher growth resulted, the second study in the sequence examined teacher growth from a different perspective. This investigation sought out and focused on teachers who reported that they had experienced very important professional growth as a result of a high-quality evaluation experience. While only about thirty such cases could be identified for study, the researchers were able to examine and describe each case in great depth for comparative analysis. The comparison of cases was conducted to discover if these instances of successful, growth-producing evaluation had any important ingredients in common. If common elements were found--elements that lead to the elimination of the barriers found in study one--then perhaps conditions that promoted the growth for a few could be replicated elsewhere to promote the growth of many.

In fact, a wide variety of common elements were found. There were elements that teachers brought to the evaluation event that contributed to the positive results of the experience. There were attributes that the evaluator brought to the event that contributed to success. The specific procedures used to collect performance data also seemed to be related to a positive outcome of the evaluation, as did specific characteristics of the feedback delivered to the teacher. And finally, the general context within which the event took place appeared critical to its success. Thus, attributes of these five components were identified as keys to effective, growth-producing teacher evaluation:

the teacher, the evaluator, data collection procedures, the feedback, and the evaluation context.

STUDY 3. The third study in the sequence asked if the attributes uncovered in the few cases of successful evaluation were related to the differential growth experiences of the general teacher population. Among teachers who experienced little or no growth as a result of a particular evaluation event, were the key attributes missing? Among those who experienced moderate growth, were attributes present in moderation? Do other teachers not involved in the original study who experience important growth report the key attributes to be part of their experience?

To answer these questions, a questionnaire was developed which allowed 400 teachers to describe their recent evaluation experiences in terms of the apparent keys to success. First, that questionnaire asked teachers to rate the overall quality and impact of their most recent evaluation experience. Then it asked them to describe nine specific aspects of themselves as teachers, such as the strength of their expectation of themselves and their orientation to risk taking and change. These were attributes that seemed important in the successful cases studied in the previous investigation.

Next, the teachers were asked to describe their perceptions of the person who evaluated their performance, in terms of their credibility as a source of feedback on teaching, interpersonal manner and knowledge of the technical aspects of teaching. Additional questions solicited information of evaluation procedures (treatment of standards, sources of performamce information tapped, etc.), feedback provided (nature and frequency, etc.), and the evaluation context (intended role of evaluation, time spent evaluating, and policies governing evaluation). Over 50 descriptive scales were included in the instrument.

Analysis of the responses revealed that 44 of the original scales combined to create an internally consistent picture of teacher evaluation practices that provided a fairly accurate prediction of the overall quality and impact of those practices. More specific technical data on these points is presented below. For now, however, it is sufficient to say the result of this comprehensive study confirmed that the first study had resulted in the identification of keys to a growth-producing teacher evaluation. The questionnaire used in the third study has been revised and refined to become the Teacher Evaluation Profile.

DESCRIPTION OF THE TEP

When the research had been completed, the resulting questionnaire was administered to a series of pilot test districts and procedures were developed for summarizing and reporting results to district decision makers in an understandable and useable fashion. In this section, both the questionnaire and reporting system are described.

As mentioned above, the questionnaire begins by asking the respondent to rate the overall quality and impact of their most recent evaluation experience:

> Please reflect on the last time you were evaluated; that is, your most recent experience with your teacher evaluation system. Regard the entire evaluation process, including planning for evaluation, classroom observations and feedback. As you think about this experience, how would you rate the overall quality of the evaluation? Use a scale from 0 to 9, with 0 representing very poor quality and 9 very high quality.
>
> Then rate the overall impact of your last evaluation experience on your professional practices. A high rating of 9 would reflect a strong impact leading to changes in your teaching practices, attitudes about teaching and/or understanding of the teaching process. A low rating of 0 would reflect no impact at all and no changes in your practices, attitudes and/or understanding.

To provide for ease of data analysis and summary, these ratings and all other responses are collected on a machine-scanable response sheet.

The teachers begin the process of describing their evaluation experience in terms of some key attributes that they brought to the event:

- Strength of professional expectations of yourself
- Orientation to risk taking
- Orientation to change
- Orientation to experimentation in classroom
- Openness to criticism
- Knowledge of technical aspects of teaching
- Knowledge of subject matter
- Years of teaching experience
- Experience with teacher evaluation prior to most recent experience

Next, the teachers describe the person who conducted the most recent evaluation of their performance, in terms of:

- Credibility as a source of feedback
- Working relationship with you
- Level of trust
- Interpersonal manner
- Temperament
- Flexibility
- Knowledge of technical aspects of teaching
- Capacity to demonstrate or model needed improvements
- Familiarity with your particular classroom
- Experience with classrooms in general
- Usefulness of suggestions for improvements
- Persuasiveness of rationale for suggestions

The teachers then describe the specific procedures used during the evaluation:

1. What procedures were used to address the dimensions of your teaching (standards or criteria) to be evaluated?

   - Were standards communicated to you?
   - Were standards clear to you?
   - Were standards endorsed by you as appropriate for your classroom?
   - Were the standards the same for all teachers?

2. To what extent were the following sources of performance information tapped as part of the evaluation?

   - Observation of your classroom performance
   - Examination of classroom or school records (lesson plans, etc.)
   - Examination of student achievement

3. Extent of observation in your classroom, based on your most recent experience:

   - Number of FORMAL (prescheduled) observations per year
   - Approximate frequency of INFORMAL (unannounced drop-in) observations

Then a series of inquiries focuses on the teachers' perceptions of the feedback they received, including:

- Amount of information received
- Frequency of formal feedback
- Frequency of informal feedback
- Depth of information provided
- Quality of the ideas and suggestions contained in the feedback
- Specificity of information provided
- Nature of information provided
- Timing of the feedback
- Feedback focused on district teaching standards

And finally, the respondents are asked to describe the context within which the evaluation took place, focusing on:

- Amount of time spent on the evaluation process including your time and that of all other participants

Resources available for professional development:

- Time allotted during the teaching day for professional development
- Availability of training programs and models of good practice

District values and policies in evaluation:

- Clarity of policy statements regarding purpose for evaluation
- Intended role of evaluation

Teachers describe each of the 44 key attributes of their evaluation experience by registering their response on a 5-point descriptive scale provided on the form. Each item is accompanied by its own unique rating scale. For example, respondents describe their perceptions of the credibility of the person who evaluated their performance on a scale ranging from "not credible" to "very credible," while they rate the frequency of the feedback they received from "infrequent" to "frequent." Please refer to the complete version of the TEP questionnaire in the appendix for more examples.

The reporting system design for the TEP collects the responses of all teachers in a given school or district and portrays them in three forms: a frequency distribution, a graphic profile of average responses, and a correlational analysis. These data are used to generate a narrative report for the user, interpreting results and recommending possible areas for improvement.

The frequency distribution report summarizes the percent of all respondents selecting each response option for each item on the questionnaire. These data are reported simultaneously for the user district and the entire population of several thousand teachers who have previously completed the questionnaire. This allows each user to compare results with a much larger sample of responses and to analyze the pattern of responses across the range of options. Illustrations of this and the other reports are provided in a later section on interpreting results.

The graphic representation of results charts the district's average response on the 5-point scale of each item on a graph that also includes the average response of the total teacher population to date and the highest and lowest district averages to use the TEP to date. This summary provides additional normative data to use in interpreting results. The user can see at a glance where their average ratings were above and below the larger sample, and they can detect items rated relatively high and low within their own particular set of ratings.

The correlational analysis examines the relationship between the teachers' ratings of each of the 44 individual items and their ratings of the overall quality and impact of their most recent evaluation experience. With these data, users can identify those individual items that are most highly correlated with positive impact and quality in their own unique evaluation environment. Highly correlated items vary greatly from district to district and represent a possible starting point for adjusting the evaluation system, as positive adjustments in the areas covered by these items are most likely to be associated with higher quality and greater impact.

Knowing which items are most correlated with high impact and quality is most helpful when that information is combined with the graphic profile of results, which highlights those items that are relatively low for a district compared to responses to all items for that district. The decision maker's objective is to identify those items that are both (1) relatively low and (2) predictive of impact and quality. They have the greatest potential for change with a positive result in terms of teacher improvement. For this reason, each TEP user is provided with a narrative summary of results identifying all such items and recommending action.

USES OF THE TEP

The TEP is recommended for use in school districts interested in maximizing the growth-producing potential of their teacher evaluation environment. As such, TEP results have implications for both teacher evaluation policy and practice. In addition, results have obvious implications for all who have a vested interest in the quality and impact of the teacher evaluation process: teachers, supervisors and district-level administrators. For these reasons, virtually all recent research and development on teacher evaluation leads to the recommendation that district policies and practices be reviewed, revised and implemented by means of a collaborative effort involving all interested parties. We agree with this perspective and *STRONGLY RECOMMEND THAT TEP RESULTS BE GATHERED, INTERPRETED AND USED BY A DISTRICT TEACHER EVALUATION ACTION COMMITTEE CONSISTING OF TEACHERS, PRINCIPALS, AND DISTRICT-LEVEL ADMINISTRATORS WORKING AS A TEAM TO IMPROVE THE TEACHER EVALUATION ENVIRONMENT IN EACH SCHOOL BUILDING AND THE DISTRICT AS A WHOLE.*

Used in this way TEP results can serve three specific purposes: diagnosis, program evaluation, and research. They can help to diagnose specific dimensions of the environment that might be profitably changed to improve the environment. As mentioned above, results highlight which of the 44 items in the profile are both relatively low and predictive of quality and impact for that particular district. Given this kind of information, a teacher evaluation planning committee can plan a course of action based on results that has the potential of improving the teacher evaluation environment in their own schools.

TEP results also can help the user to evaluate the impact of interventions intended to change the teacher evaluation environment. For instance, if TEP results reveal relative low regard of supervisors by teachers and the district institutes a program of training for supervisors designed to enhance the teachers' perceptions of those supervisors as credible, trustworthy, etc. sources of feedback on performance, then a successful program over a period of time should be reflected in the results of subsequent readministrations of the TEP.

Similarly, the TEP can serve the district as a research tool of a more general variety. Profiles can be used as dependent measures to compare schools, grade levels, different intervention programs designed to improve evaluation, and other multi-level independent variables of interest to district and school level decision makers, as well as university-based researchers.

TECHNICAL CHARACTERISTICS OF THE TEP

The technical or psychometric quality of the TEP data collection instrument is reflected in its validity, reliability, sensitivity, communication value, and economy of use. Each of these indicators of quality is addressed in this section.

VALIDITY. An assessment instrument is valid to the extent that it provides an accurate representation of the attribute it is intended to measure. The TEP is intended to provide an accurate picture of some of the key dimensions of the teacher evaluation environment in a particular school district. Its validity was established during its development by conducting a content analysis of growth-producing teacher evaluation environments and designing the TEP systematically to include key dimensions of those environments. Subsequent collection and analysis of questionnaire responses (see study three above) verified the predictive validity of those dimensions. Regression analyses using the TEP items to predict perceived overall quality and impact for user districts consistently produce multiple correlations in excess of .80. In additon, a factor analysis of the 44-item intercorrelation matrix revealed five factors very similiar in composition to those designed into the instrument (Stiggins & Duke, 1988), suggesting an appropriate degree of construct validity.

RELIABILITY. Reliable instruments are those capable of producing dependable or consistent data of variable interest. Dependability of TEP results was established by demonstrating that the combined set of 44 items provides an internally consistent portrait of a teacher evaluation environment. The internal consistency reliability of the instrument as a whole is .93. Internal consistency reliability estimates of each of the five subscales are reported below, along with subscale intercorrelations.

Internal Consistency Reliability and Intercorrelations Among Original Five Scales

	(1)	(2)	(3)	(4)	(5)
Attributes of teacher	.72				
Attributes of evaluator	.22	.94			
Attributes of evaluation feedback	.17	.58	.77		
Attributes of feedback	.16	.70	.76	.89	
Attributes of context	.18	.55	.58	.60	.71

SENSITIVITY. Appropriately sensitive instruments are those capable of producing results with sufficient precision to allow users to make desired differentiation on the bases of scores or attributes of interest. The TEP was designed to be powerful enough to detect the unique dimensions of the teacher evaluation environment of each individual district. To test the power of the TEP microscope, it was administered to five pilot test districts and the results were analyzed to determine if the instrument could detect differences in the profiles of those districts. Results of a multivariate analysis of variance of the five subscale scores across the five districts, as reported below, reveals a sufficiently sensitive instrument. Each user district receives results that are uniquely reflective of their own teacher evaluation environment.

Results of One-Way Multivariate Analysis of Variance
Comparing Scale Scores Across Districts

	F	df	p
Multivariate (Hotellings)	8.44	24,814	.000
Univariate:			
Teacher attributes	2.96	4,460	.020
Evaluator attributes	7.68		.000
Procedures	13.19		.000
Feedback	7.10		.000
Context	4.51		.001

COMMUNICATION VALUE. Useful instruments are those that provide results in a form that can be understood and used by those who are in fact the intended users. Such instruments are said to have appropriately high communication value. The TEP relies on individual items and subscale data reflecting common sense and easily understood attributes and dimensions of the teacher evaluation environment. Since these characteristics are described in TEP reports in the form of simple summary statistics and graphic representations that translate into clear recommendations for action that can be understood and used by school personnel, it is clear that the TEP has high communication value.

ECONOMY OF USE. Assessment instruments are said to be economical to use to the extent that high-quality, useful results are produced with an appropriate investment of time and effort by the user. The standard for what is considered an appropriate investment of time will vary across users of the TEP. But users should realize that the thoughtful teacher will take between 15 and 20 minutes to complete the questionnaire. All results and summaries are generated automatically, requiring no further investment of time by the user. Thus, we regard this as a very efficient and economical way to generate very high-resolution and information-packed pictures of the relatively complex interpersonal environments that surround the teacher evaluation process.

DIRECTIONS FOR ADMINISTRATION OF THE TEP

To administer the TEP, the user needs to provide each teacher in the study with a copy of the TEP questionnaire, an NCS 16432 response form and a pencil. Questionnaires and NCS forms are available from NWREL.

It is recommended that the questionnaire be completed at a time when the teacher can clear at least 20 minutes for quiet reflection. For ease and quality of administration, the following guidelines are suggested:

- designate one person for the district and one person in each building to be responsible for the distribution and collection of forms;
- designate one time when all teachers in a building will be given time to complete the form, such as at a staff meeting;
- collect the response sheets from the teachers, as these will need to be returned for analysis; and,
- allow three weeks for return of the results.

TEP REPORTS AND ANALYSES

The reports and analyses generated from TEP responses allow each district to examine its teacher evaluation environment from a variety of perspectives. Each perspective contributes ultimately to the identification of a limited set of profile elements which hold within them the promise of maximizing the unique growth-producing potential within each user district. In short, each district can use the TEP reports to reduce the 44 items that comprise the total instrument to a set of 8 or 10 that are most important for that district. If these few items become the focal point of district action, they hold the promise of increasing the quality and impact of teacher evaluation in that district.

OVERVIEW OF THE DATA SUMMARY. A total of four reports serve to summarize results for the user. These include:

- a summary of the item-by-item distribution of responses across the rating associated with each item--this reports data simultaneously for the user district and the total NWREL TEP population responding to date;

- a graphic profile of the teacher evaluation environment in the district--graphs plot district average responses to all items along with population averages and the highest and lowest district averages to date;

- correlational analyses detailing which items are most strongly associated with perceived impact and quality for the district-summary identifies items with highest correlations to quality and impact ratings; and,

- a narrative report interpreting results from the above reports and recommending action.

The interpretive strategy used in preparing the narrative report is this: The distributional report allows the user to identify items where the responses of their teachers appear to spread across the range of response options differently than the larger population. The graphic profile allows the district to identify items where the average teacher rating is relatively high and low in comparison with other items in their profile. The correlational analysis allows the district to identify those items that have a strong association with perceived impact and quality, such that as the rating goes up impact and quality ratings tend to go up also. The goal of the TEP interpretation process is to identify those items that are relatively low in the profile and at the same time predictive of impact and quality. If district actions focus on raising these relative lows, the profile will be improved and the possibility will be high that perceived impact and quality will improve also. This interpretive process is illustrated below in the form of reports for a hypothetical Central School District.

DISTRIBUTION OF RESPONSES. In the pages that follow, we report the distribution of responses, item by item, for the Central School District faculty of 46 teachers. Note that the percent of the teachers selecting each response option is reported for Central on the top line of each item and for the population of several thousand teachers in line two of each scale. Scan these within each section (A. Attributes of you as a teacher, B. Attributes of the evaluator, etc.) to find items where the district and population distributions within each item seem most different. Simply scan the data visually for trends. Pick out those items where the two distributions seem to differ the most. Note these and compare them to our list at the end of the report.

THE TEACHER EVALUATION PROFILE:

A Questionnaire Reviewing Your Most Recent Teacher Evaluation Experience

SUMMARY OF DISTRICT RESULTS

Results for: **Central School District**

Number of respondents: 46

Top line is Central School District.
Bottom line is all teachers in all districts to date.

A. **Describe these attributes of you as a teacher:**

			Percent					
			1	2	3	4	5	
1.	Professional expectations of yourself	I demand	0	0	2	39	59	I demand a
		little	0	1	6	35	58	great deal
2.	Orientation to risk taking	I avoid	2	7	28	50	13	I take
		risks	1	8	32	40	19	risks
3.	Orientation to change	I'm relatively	0	7	24	41	28	I'm relatively
		slow to change	1	4	21	39	35	flexible
4.	Orientation to experimentation in classroom	I don't	0	0	22	50	28	I experiment
		experiment	0	4	26	46	25	frequently
5.	Openness to criticism	I'm relatively	4	2	28	43	22	I'm relatively
		closed	1	8	30	41	20	open
6.	Knowledge of technical aspects of teaching	I know	0	4	20	57	20	I know a
		a little	0	2	17	47	34	great deal
7.	Knowledge of subject matter	I know	0	2	20	50	28	I know a
		a little	0	0	7	40	52	great deal

			This District	All Teachers
			Percent	Percent
8.	Years of teaching experience	0 to 1 year	2	3
		2 to 5 years	33	12
		6 to 10 years	33	19
		11 to 15 years	22	22
		16 or more years	11	43

Top line is Central School District.
Bottom line is all teachers in all districts to date.

			Percent					
			1	2	3	4	5	
9.	Experience with teacher evaluation prior to most recent experience	Waste of time	17	17	41	15	9	Very helpful
			10	23	36	22	9	

B. Describe your perceptions of the person who evaluated your performance (most recently):

			Percent					
			1	2	3	4	5	
10.	Credibility as a source of feedback	Not credible	4	24	30	17	24	Very credible
			6	11	25	30	28	
11.	Working relationship with you	Adversary	2	9	24	22	43	Helper
			3	7	21	30	39	
12.	Level of trust	Not trustworthy	4	20	15	24	37	Trustworthy
			5	8	19	28	41	
13.	Interpersonal manner	Threatening	2	13	15	30	39	Not threatening
			4	7	18	28	43	
14.	Temperament	Impatient	2	15	9	43	30	Patient
			3	8	21	32	36	
15.	Flexibility	Rigid	7	13	28	35	17	Flexible
			6	13	26	30	25	
16.	Knowledge of technical aspects of teaching	Not knowledgeable	0	17	28	30	24	Knowledgeable
			3	9	21	36	31	
17.	Capacity to demonstrate or model needed improvements	Low	15	22	24	30	9	High
			11	15	30	29	14	
18.	Familiarity with your particular classroom	Unfamiliar	15	20	13	35	17	Very familiar
			9	18	28	28	17	
19.	Experience with classrooms in general	Little	11	13	11	39	26	A great deal
			4	11	28	33	24	
20.	Usefulness of suggestions for improvements	Useless	4	24	29	22	20	Useful
			6	15	30	31	18	
21.	Persuasiveness of rationale for suggestions	Not persuasive	0	30	25	30	16	Very persuasive
			7	13	34	32	14	

Top line is Central School District.
Bottom line is all teachers in all districts to date.

C. **Describe these attributes of the procedures used during your most recent evaluation: What procedures were used to address the dimensions of your teaching (standards) to be evaluated?**

			Percent					
			1	2	3	4	5	
22.	Were standards communicated to you?	Not at all	22	24	15	33	7	In great detail
			10	13	28	33	16	
23.	Were standards clear to you?	Vague	20	24	15	20	22	Clear
			8	13	23	30	26	
24.	Were standards endorsed by you as appropriate for your classroom?	Not endorsed	16	27	20	24	13	Endorsed
			9	10	26	30	25	
25.	Were the standards...	The same for all teachers?	23	7	28	19	23	Unique to you?
			24	12	32	18	15	

To what extent were the following sources of performance information tapped as part of the evaluation?

			Percent					
			1	2	3	4	5	
26.	Observation of your classroom performance	Not considered	18	13	18	22	29	Used extensively
			3	7	20	31	39	
27.	Examination of classroom or school records (lesson plans, etc.)	Not considered	31	11	18	29	11	Used extensively
			22	19	29	22	8	
28.	Examination of student achievement	Not considered	28	17	26	20	9	Used extensively
			25	20	31	17	7	

Extent of observation in your classroom, based on your most recent experience:
(Note: In these items, FORMAL refers to observations that were preannounced and were preceded and followed by a conference with the evaluator; INFORMAL refers to unannounced drop-in visits)

			This District	All Teachers
			Percent	Percent
29.	Number of FORMAL (prescheduled) observations per year	0	33	14
		1	46	35
		2	13	39
		3	2	8
		4 or more	7	5

			This District	All Teachers
			Percent	Percent
30.	Approximate frequency of INFORMAL (unannounced drop-in) observations	None	29	22
		Less than 1 per month	13	46
		Once per month	33	22
		Once per week	22	9
		Daily	2	1

Top line is Central School District.
Bottom line is all teachers in all districts to date.

D. Please describe these attributes of the feedback you received:

			Percent					
			1	2	3	4	5	
31.	Amount of information received	None	4	22	38	27	9	Great deal
			5	17	35	30	14	
32.	Frequency of formal feedback	Infrequent	33	40	16	4	7	Frequent
			21	23	32	16	8	
33.	Frequency of informal feedback	Infrequent	14	34	14	27	11	Frequent
			21	22	29	19	9	
34.	Depth of information provided	Shallow	16	27	31	16	11	Indepth
			12	19	34	26	9	
35.	Quality of the ideas and suggestions contained in the feedback	Low	16	20	22	27	16	High
			11	16	32	28	13	
36.	Specificity of information provided	General	14	25	25	25	11	Specific
			11	16	29	28	15	
37.	Nature of information provided	Judgmental	9	13	18	44	16	Descriptive
			6	10	30	33	21	
38.	Timing of the feedback	Delayed	11	16	25	23	25	Immediate
			9	9	22	33	27	
39.	Feedback focused on district teaching standards	Ignored them	19	24	31	14	12	Reflected them
			5	10	32	29	23	

Top line is Central School District.
Bottom line is all teachers in all districts to date.

E. Describe these attributes of the evaluation context:

			Percent					
			1	2	3	4	5	
40.	Amount of time spent on the evaluation process including your time and that of all other participants	None	4	36	36	22	2	Great deal
			4	25	42	23	7	

Resources available for professional development:

			1	2	3	4	5	
41.	Time allotted during the teaching day for professional development	None	24	47	16	9	4	Great deal
			35	32	21	9	3	
42.	Availability of training programs and models of good practice	None	18	27	27	22	7	Many
			14	29	30	17	10	

District values and policies in evaluation:

			1	2	3	4	5	
43.	Clarity of policy statements regarding purpose for evaluation	Vague	18	20	27	24	11	Clear
			12	18	32	23	16	
44.	Intended role of evaluation	Teacher accountability	27	16	20	16	22	Teacher growth
			19	15	30	20	16	

RATING THE QUALITY AND IMPACT OF THE EVALUATION

		Percent										
	Very Low	0	1	2	3	4	5	6	7	8	9	Very High
As you think about this experience, how would you rate the Overall Quality of the evaluation?		9	6	6	9	11	23	6	11	14	6	
		3	4	5	6	7	16	11	21	17	10	
Rate the Overall Impact of your last evaluation experience on your professional practices.		12	9	21	9	15	12	3	6	12	3	
		11	10	12	10	8	16	9	12	8	3	

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The following item distributions are worthy of note:

A. Attributes of the Teacher

Item 6. Knowledge of the technical aspects of teaching (district a bit low at extreme high end)

Item 7. Knowledge of subject matter (district relatively low)

Item 8. Years of teaching experience (district somewhat less experienced)

B. Attributes of the Evaluator

Item 10. Credibility as a source of feedback (district somewhat lower)

C. Attributes of the Procedures

The district seems somewhat lower on these items:

Item 22. Communication of standards

Item 23. Clarity of standards

Item 24. Standards endorsed as appropriate

Item 26. Observation of classroom performance

Item 29. Number of formal observations

D. Attributes of the Feedback

Item 32. Frequency of formal feedback (less frequent in district)

Item 39. Feedback focused on district standards (district low)

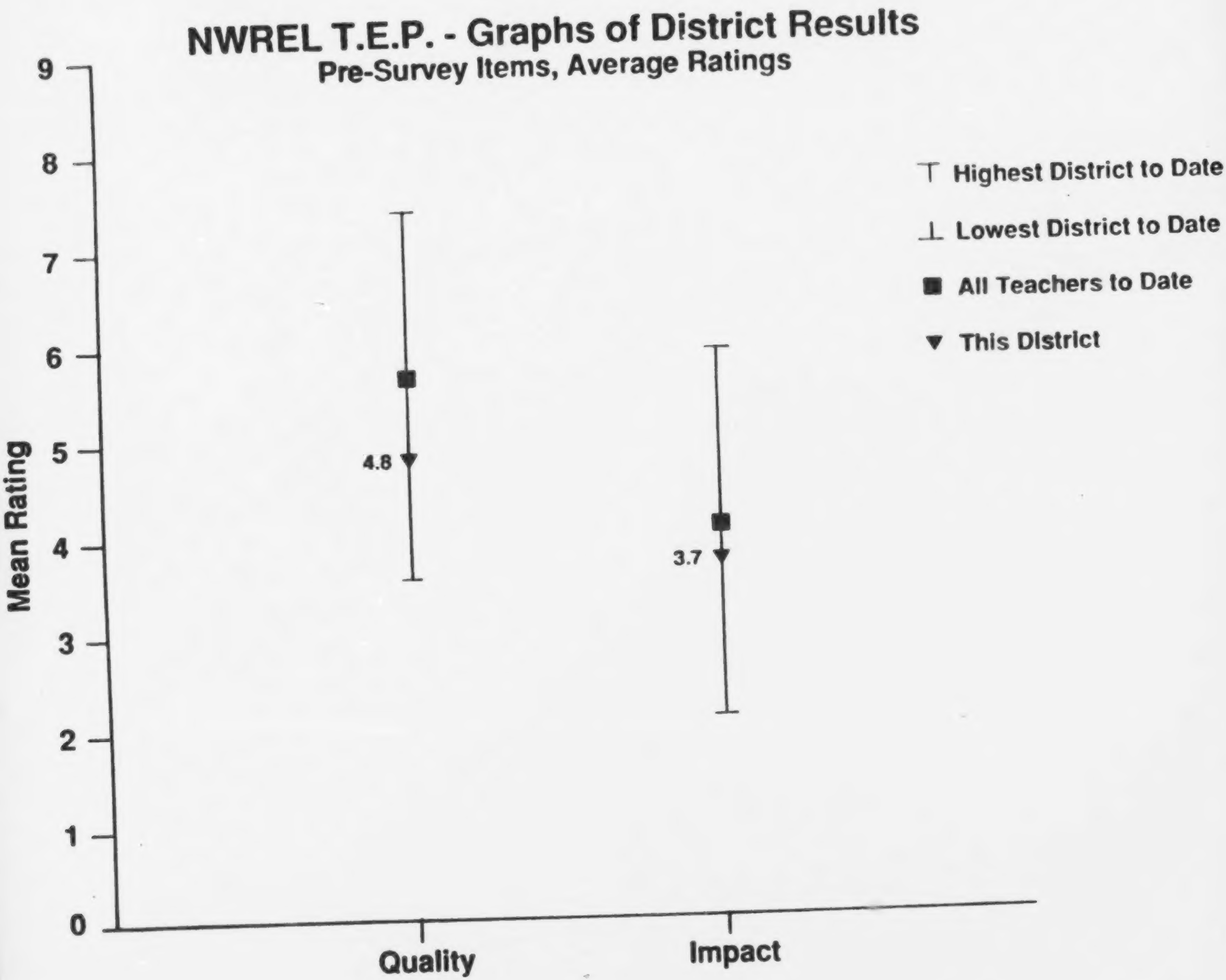
E. Attributes of the Context

Item 40. Amount of time spent on evaluation (district a bit low)

Item 44. Intended role of evaluation (district a bit more accountability oriented)

GRAPHIC PROFILE. The graphic profile of district results reports average responses to items for teachers in the user district. This pictorial representation of the results allows the user to identify those items that are low relative to all other items in their own profile and those of other districts.

The graphs for Central School District averages follow. Note that the total population averages and the extremes of prior user district averages are reported also. These are provided as reference points for comparison. Scan the graphs to find the items that seem somewhat low compared to other district averages and compared to population averages. Note these and compare them to our list provided at the end of the graphs. Incidentally, you will note on the first graph that the district average rating of perceived impact and quality are lower than the population average rating.

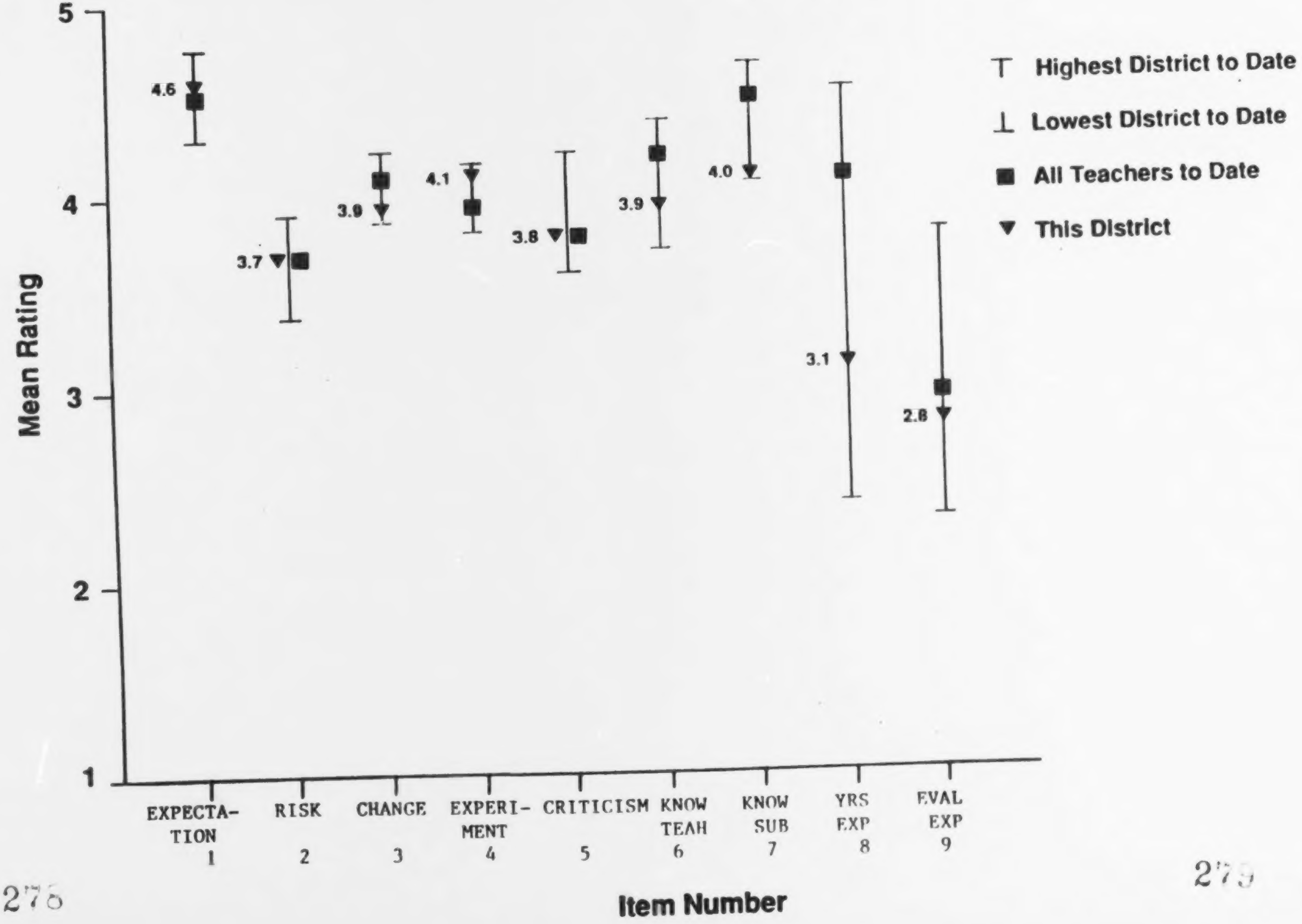


NWREL T.E.P. - Graphs of District Results

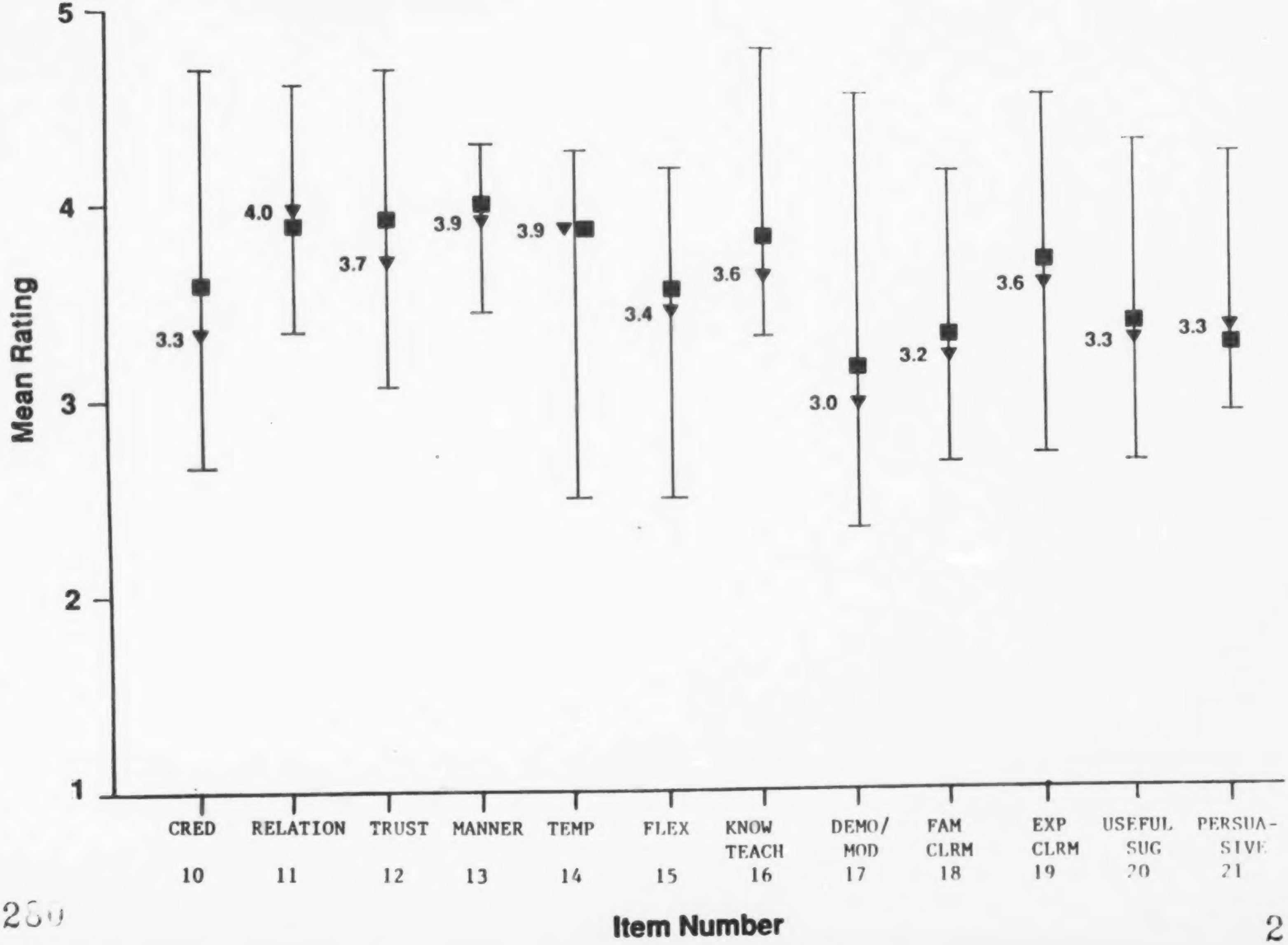
Pre-Survey Items, Average Ratings

Attributes of Teacher

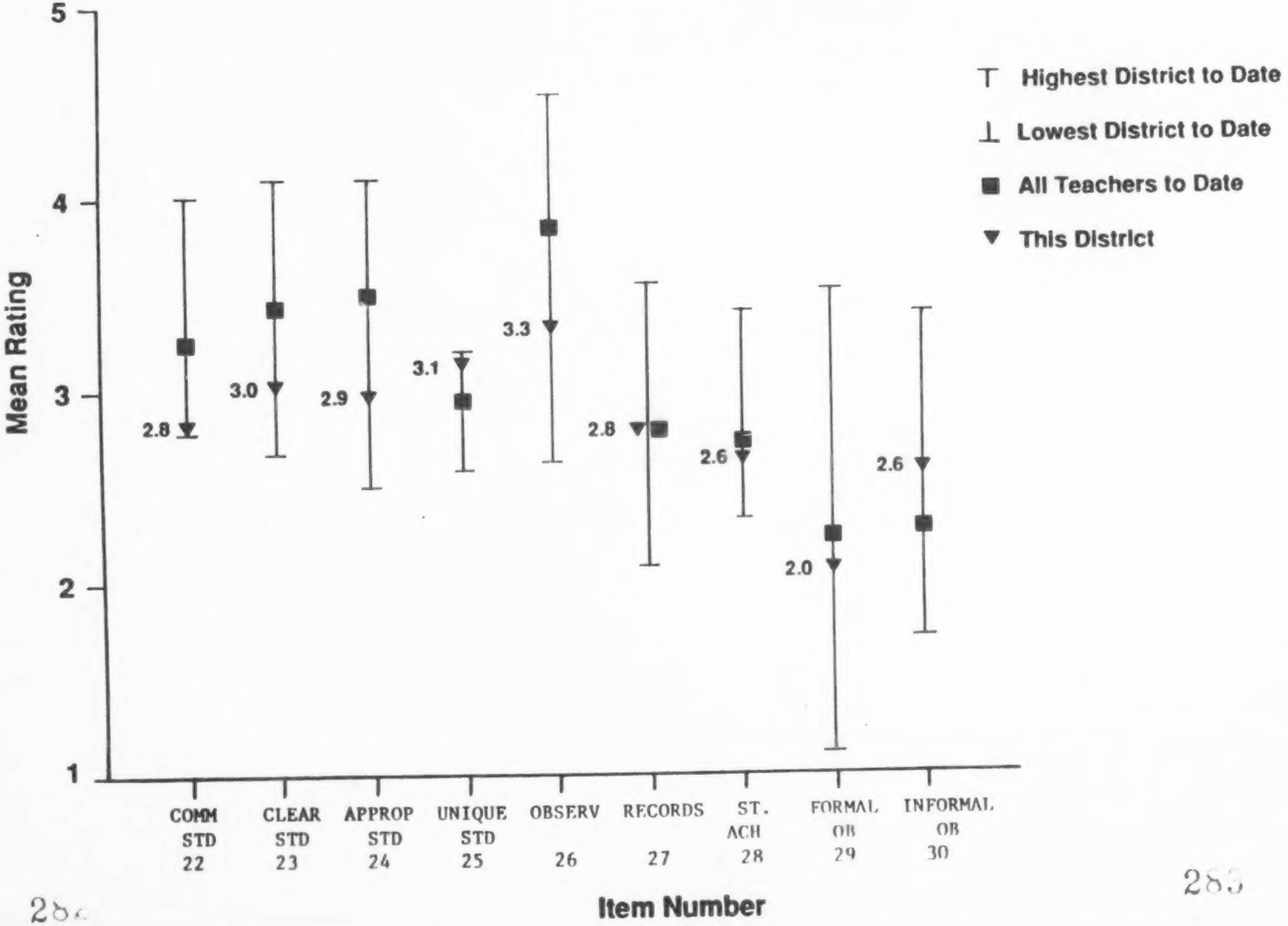
Average Ratings

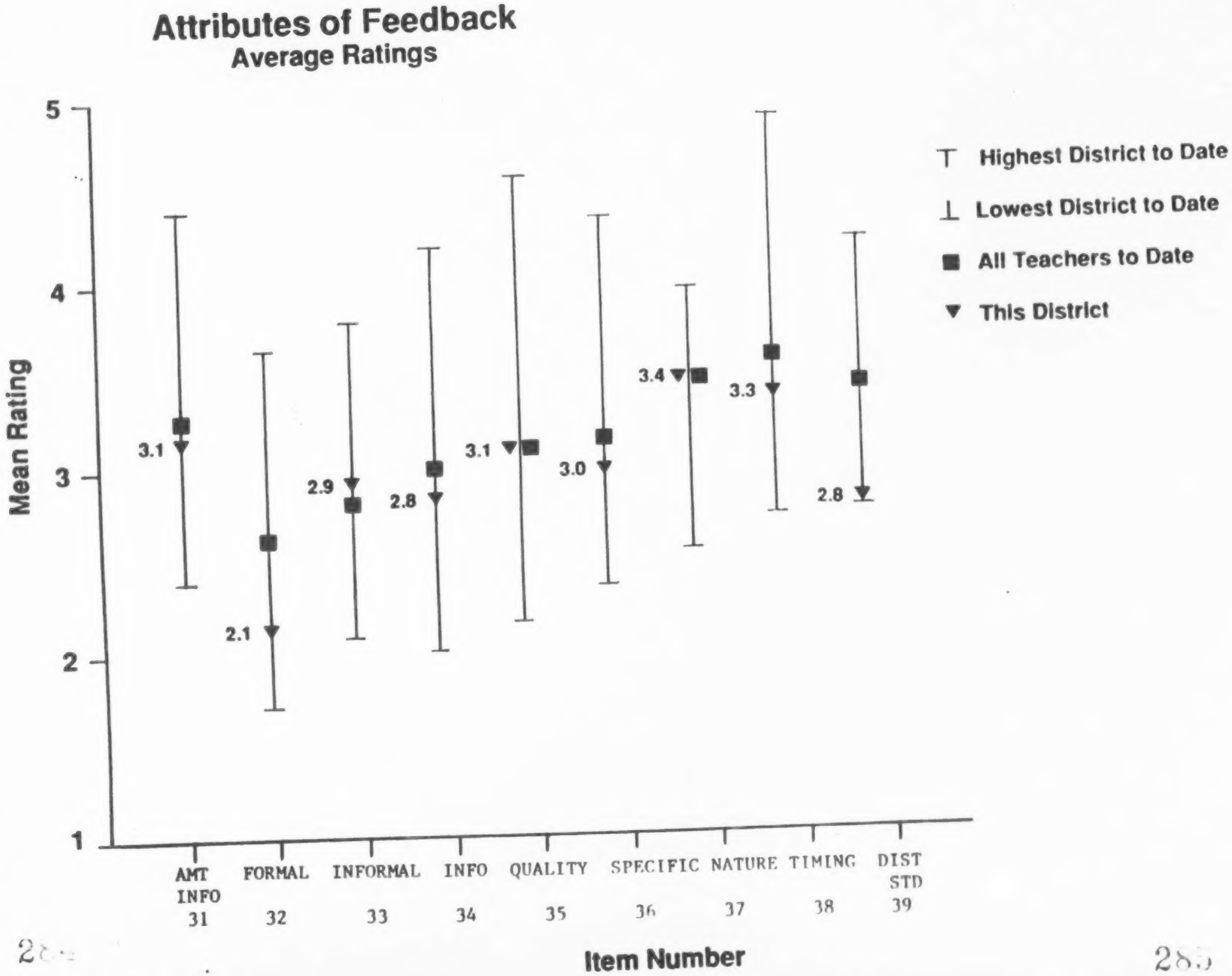


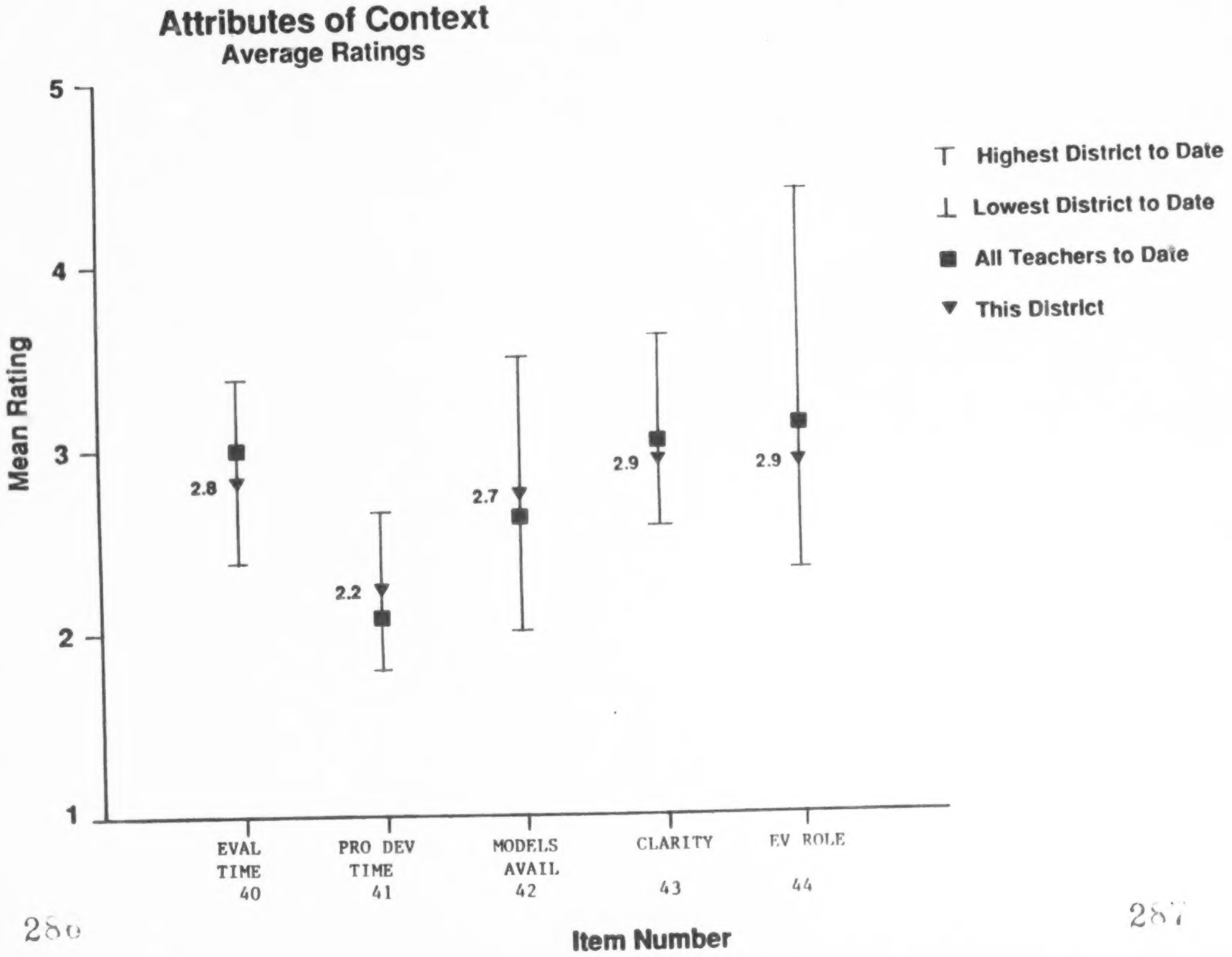
Attributes of Evaluator
Average Ratings



Attributes of Procedure
Average Ratings



Attributes of Feedback
Average Ratings
Mean Rating
5
4
3
2
1
Highest District to Date
Lowest District to Date
All Teachers to Date
This District
3.1
2.1
2.9
2.8
3.1
3.0
3.4
3.3
2.8
AMT INFO 31
FORMAL 32
INFORMAL 33
INFO 34
QUALITY 35
SPECIFIC 36
NATURE 37
TIMING 38
DIST STD 39
Item Number



Attributes of Context
Average Ratings

Based on these graphs, the following items are worthy of discussion:

PRE-SURVEY ITEMS

Quality: District teachers rated quality considerably lower than other teachers.

Impact: Rated relatively low in district and in relation to other districts.

A. Attributes of Teacher

Item 6. Knowledge of technical aspects of teaching (low relative to other districts)

Item 7. Knowledge of subject matter (a new low district average)

Item 8. Years of teaching experience (relatively inexperienced)

Item 9. Previous evaluation experience (very accountability-oriented)

B. Attributes of Evaluator

In this set, two-thirds of the district average responses are below the large sample average. In particular, note these:

Item 10. Average credibility of the evaluator (relatively low in district and in relation to other districts)

Item 17. Capacity to demonstrate or model needed improvements (relatively low in district and in relation to other districts)

Item 18. Familiarity with my classroom (relatively low in district and in relation to other districts)

C. Attributes of Procedures

Responses that are rated considerably lower than all teachers to date and are relatively low in this district's profile are:

Item 22. Communication of standards

Item 23. Clarity of standards

Item 24. Endorsement of standards as appropriate

Item 26. Observation of classroom performance

Item 29. Frequency of formal observations

D. Attributes of Feedback

In this set of responses, note that the following items seem both low in the profile and below the large sample average:

Item 32. Frequency of formal feedback

Item 34. Depth of information

Item 39. Feedback focused on district standards

E. Attributes of Context

In this case, those that are relatively low in the district's profile are still above average in relation to the larger sample. Those below the large group average are:

Item 40. Amount of time spent on evaluation

Item 44. Intended role of evaluation

CORRELATIONAL ANALYSES. The correlational analyses report two kinds of information. The first kind is the simple correlation between each TEP item and the teachers combined rating of the quality and impact of their last evaluation experience. These data answer this question: If we look across all teachers in the district, as their rating of the perceived impact and quality moves up or down, which TEP items tend to move up or down too? If a teacher rates impact and quality low, which of the 44 items are likely to be rated low too? If the teacher rates impact and quality high, which items are likely to be rated high? The items that have the highest correlations (which can range from 0 to 1.00, incidentally) are the items that tend to track up and down as the impact and quality moves up and down.

The second kind of correlational data reported is a regressive analysis, which examines all of the individual item intercorrelations and the relationship between those items and the overall impact and quality to determine which set of items provides the most accurate and efficient prediction of overall quality and impact rating. These results answer this question: If we were forced to pick a few items which, considered together, would track the ups and downs of the overall impact and quality rating most precisely, which would they be?

In fact, the combination of the correlations and regression analysis gives the district the best sense of those items which, if raised through revisions in the teacher evaluation process, would tend to be associated with improved impact and quality. Scan the two reports that follow, listing those items that stand out in terms of high correlations. Then compare your list with the list that follows the reports.

NWREL TEACHER EVALUATION PROFILE QUESTIONNAIRE

First-Order Correlations of Items and Scales with Overall Rating

Central School District

Correlations: Overall

Teacher

ITEM1	.4006
ITEM2	.1476
ITEM3	.2378
ITEM4	.1352
ITEM5	.1360
ITEM6	.1783
ITEM7	.1951
ITEM8	-.1353
ITEM9	.6100

Evaluator

ITEM10	.4781
ITEM11	.5530
ITEM12	.4358
ITEM13	.4188
ITEM14	.5204
ITEM15	.3321
ITEM16	.1770
ITEM17	.3476
ITEM18	.4022
ITEM19	.0167
ITEM20	.4787
ITEM21	.4831

Performance Data

ITEM22	.6167
ITEM23	.5937
ITEM24	.6417
ITEM25	.0325
ITEM26	.4185
ITEM27	.4565
ITEM28	.5144
ITEM29	.4309
ITEM30	.0324

Feedback

ITEM31	.6350
ITEM32	.4805
ITEM33	.1942
ITEM34	.4599
ITEM35	.3300
ITEM36	.5320
ITEM37	.5078
ITEM38	.6191
ITEM39	.5204

Context

ITEM40	.4781
ITEM41	.4317
ITEM42	.5839
ITEM43	.5146
ITEM44	.5965

TEACHER	.4860
EVAL	.4866
INFO	.6815
FEEDBACK	.6279
CONTEXT	.7163

NWREL TEACHER EVALUATION PROFILE QUESTIONNAIRE

Multiple Regression of Items on Overall Rating

Central School District

Summary Table

Step	MultR	Rsq	F(Eqn)	SigF	Variable	BetaIn
1	.6417	.4118	21.702	.000	In: ITEM24	.6417
2	.7801	.6085	23.315	.000	In: ITEM38	.4660
3	.8303	.6893	21.450	.000	In: ITEM44	.3260
4	.8762	.7677	23.133	.000	In: ITEM34	-.4870
5	.9067	.8221	24.947	.000	In: ITEM31	.3349
6	.9353	.8749	30.292	.000	In: ITEM7	.2448
7	.9574	.9166	39.255	.000	In: ITEM16	-.2682
8	.9839	.9682	91.200	.000	In: ITEM8	-.2518

The data suggest that the following items have the highest correlation:

A. Attributes of the Teacher

Item 9. Previous evaluation experience

B. Attributes of the Evaluator

Item 10. Credibility as a source of feedback

Item 11. Working relationship with the teacher

Item 14. Temperament of the evaluator

Item 20. Usefulness of suggestions provided

Item 21. Persuasiveness of rationale for suggestions

C. Attributes of the Procedures

Item 22. Communication of standards

Item 23. Clarity of standards

Item 24. Endorsement of standards as appropriate

D. Attributes of the Feedback

Item 31. Amount of information received

Item 36. Specificity of feedback

Item 37. Nature of feedback provided

Item 38. Timing of feedback provided

Item 39. Feedback focused on district standards

E. Attributes of the Context

Item 42. Availability of training programs and models of good practice

Item 43. Clarity of policy statements

Item 44. Intended role of evaluation

These correlational results are combined with those results reported in previous sections to provide a summary and a set of recommendations to the user district.

COMBINING RESULTS INTO RECOMMENDATIONS. The manner in which NWREL combines TEP results across the reports described above into a set of recommendations is depicted in the following table. The items selected as unusually low on the basis of the distribution of responses are listed in column A. The items whose average responses are low in the district's profile and in relation to the large sample averages are listed in column B. The items that are predictive of high impact and quality are depicted in column C. Then those items that seem somewhat low for the district (i.e., appear in column A or B) and at the same time have high correlations with impact and quality (i.e., appear in column c) are selected out. Those appear in column D. If the district takes action to raise the ratings of these attributes of the evaluation environment, the chances are great that perceived impact and quality will go up also.

A Lower than large population	B Relatively low within profile	C Predictive of impact and quality	D Items appearing in A or B and C
A 6	A 6	A 9	10
7	7		22
8	8		23
			24
B 10	B 10	B 10	39
	17	11	44
	18	14	
		20	
		21	
C 22	C 22	C 22	
23	23	23	
24	24	24	
26	26	28	
29			
D 32	D 32	D 31	
39	34	36	
	39	37	
		38	
		39	
E 40	E 40	E 42	
44	44	43	
		44	

For Central School District, the table tells us that the following items might be profitable targets for such action:

Item 10. Credibility of the evaluator as a source of feedback
Item 22. Communication of performance standards or criteria to teachers

Item 23.	Clarity of performance standards to teachers
Item 24.	Endorsement of standards by teachers as appropriate for their context
Item 39.	Focus of feedback on district performance standards
Item 44.	Intended role of evaluation (from accountability to growth)

If Central can act to raise the credibility of supervisors as valuable sources of good ideas for more effective teaching, address a variety of issues about the clarity and communication of performance expectations and create a context where the evaluation process is perceived as serving teacher growth purposes, the perceived quality and impact of evaluation (which were rated low by the teacher, you may recall) may well go up.

THE NARRATIVE REPORT. The TEP is a powerful enough microscope to detect subtle and not so subtle differences in the teacher evaluation environments as they vary from district to district. Strengths and weaknesses reflected in the profiles can and do vary greatly. The items most highly correlated with impact and quality also vary significantly across districts. Thus, the combinations of items selected for possible action in each district are uniquely important for that district.

For this reason, the final report included in the TEP service package is a written narrative report that takes the district through each of the data analysis and interpretation process described above. Relatively low items are identified, as are predictive items, and these are combined into a set of recommendations unique to that district.

In addition, the narrative report recommends some of the actions districts might take to deal with their key elements. That is, NWREL does not assume that the user will automatically know how to act upon TEP results. We recommend specific procedures that might help raise those low ratings districts may wish to address.

SUMMARY AND CONCLUSION

The TEP was developed out of an extended program of research that identified those attributes of a teacher evaluation environment that made the evaluation experience growth producing for the teacher. It was designed to help districts identify those attributes that represent the strengths and weaknesses of their unique evaluation environment, so they could diagnose their own needs with respect to creating a growth-producing environment. It was also designed to allow districts to track the evolution of their evaluation environment over time as their growth orientation changes.

For a minimal investment of a few moments per teacher, the user can profile 44 specific attributes of their evaluation environment, including the teacher as a contributor to the evaluation, the evaluator, the evaluation procedures used, the feedback provided, and the context within which the evaluation takes place. Given the multifaceted portrait of their unique teacher evaluation environment, provided by the TEP, a district evaluation study committee consisting of teachers, supervisors and district-level administrators can take concrete and specific action in the direction of helping teachers to become more competent and confident professionals.

REFERENCES

Stiggins, R.J. and Bridgeford, N.J. (1985) Performance assessment for teacher development. Educational Evaluation and Policy Analysis, 7(1), 85-97.

Stiggins, R.J. and Duke, D.L. (1988) The Case for a commitment to teacher growth: Research on teacher evaluation. Albany, NY: SUNY Press.

THE TEACHER EVALUATION PROFILE:
A Questionnaire Reviewing Your Most Recent Teacher Evaluation Experience

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INSTRUCTIONS

This form has been designed to allow you to describe your experience with teacher evaluation in some detail. Your responses will be combined with those of other teachers to yield a picture of the key ingredients in an effective teacher evaluation experience. The goal of this research is to determine how the evaluation process can be revised to help it serve relevant and useful purposes. If we are to reach this goal, it will be important for you to provide frank and honest responses. This is why your answers will remain anonymous.

As you will see, this is not a superficial questionnaire. It is designed to be comprehensive in scope and will take more than a few minutes to complete. For this reason, it is crucial that you read and follow these instructions very carefully. Please set aside 15 uninterrupted minutes to provide thoughtful responses.

THE DEFINITION OF TEACHER EVALUATION

Guidelines for teacher evaluation often specify that probationary teachers be evaluated annually while tenured teachers must be evaluated biennially or some other regular cycle. The process leading to the annual evaluation usually consists of a goal setting plan, classroom observation, and conferencing between teacher and supervisor before and after the observation. When reference is made in this questionnaire to teacher evaluation, it should be understood to encompass all these elements.

IMPORTANT: READ BEFORE FILLING OUT TEACHER EVALUATION PROFILE

SPECIFIC INSTRUCTIONS-RATING COLUMN A QUALITY OF EVALUATION AND COLUMN B IMPACT OF EVALUATION

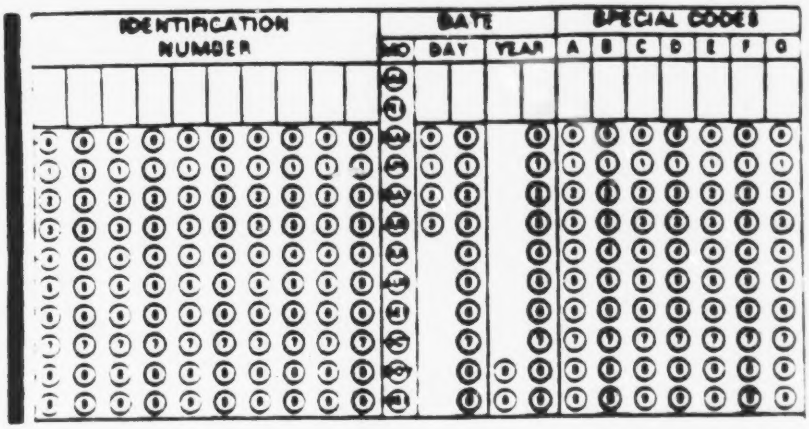
COLUMN A - SPECIAL CODES - RATING QUALITY OF EVALUATION

Given this definition of teacher evaluation, please reflect on the last time you were evaluated; that is, your most recent experience with your teacher evaluation system. Regard the entire evaluation process, including planning for evaluation, classroom observations and feedback. As you think about this experience, how would you rate the overall quality of the evaluation? Use a scale from 0 to 9, with 0 representing very poor quality and 9 very high quality.

Now please enter your response on the NCS response form 16432 which you have been given by following these instructions:

- o Find the side of the form that is printed in brown.
- o Then find the IDENTIFICATION NUMBER BOX in the upper left corner and the SPECIAL CODES box to the right of that. Under SPECIAL CODES, find Column A.

- Using a #2 pencil, please write your Rating of Overall Quality in Column A of the SPECIAL CODES box. Then blacken the corresponding circle for that rating in Column A below.



COLUMN B - SPECIAL CODES - RATING IMPACT OF EVALUATION

In the next column of the SPECIAL CODES box, Column B, rate the Overall Impact of your last evaluation experience on your professional practices. A high rating of 9 would reflect a strong impact leading to profound changes in your teaching practices, attitudes about teaching and/or understanding of the teaching process. A low rating of 0 would reflect no impact at all and no changes in your practices, attitudes and/or understanding.

Leave the remaining lines in the ID, DATE and SPECIAL CODES boxes blank.

GENERAL INSTRUCTIONS-RATING ATTRIBUTES OF EVALUATION

Now, please use the scales provided on the following pages to describe yourself and the nature of your most recent teacher evaluation experience. Do this by:

- Considering each of the 44 attributes to be described,
- Studying the scale to be used to describe each
- Selecting the letter that represents the point you select on each scale, and
- Coding that letter on the NCS form.

BE SURE THE NUMBER OF THE ATTRIBUTE YOU ARE DESCRIBING CORRESPONDS TO THE NUMBER ON THE RESPONSE SHEET WHERE YOU ENTER YOUR RESPONSE

A. Describe these attributes of you as a teacher:

1.	Rate the strength of your professional expectations of yourself	I demand little	1 2 3 4 5	I demand great deal
2.	Orientation to risk taking	I avoid risks	1 2 3 4 5	I take risks
3.	Orientation to change	I'm relatively slow to change	1 2 3 4 5	I'm relatively flexible
4.	Orientation to experimentation in classroom	I don't experiment	1 2 3 4 5	I experiment frequently
5.	Openness to criticism	I'm relatively closed	1 2 3 4 5	I'm relatively open
6.	Knowledge of technical aspects of teaching	I know a little	1 2 3 4 5	I know a great deal
7.	Knowledge of subject matter	I know a little	1 2 3 4 5	I know a great deal
8.	Years of teaching experience	1: 2: 3: 4: 5:	0 to 1 year 2 to 5 years 6 to 10 years 11 to 15 years 16 or more years	
9.	Experience with teacher evaluation prior to most recent experience	Waste of time	1 2 3 4 5	Very helpful

B. Describe your perceptions of the person who evaluated your performance (most recently):

10.	Credibility as a source of feedback	Not credible	1 2 3 4 5	Very credible
11.	Working relationship with you	Adversary	1 2 3 4 5	Helper
12.	Level of trust	Not trustworthy	1 2 3 4 5	Trustworthy
13.	Interpersonal manner	Threatening	1 2 3 4 5	Not Threatening
14.	Temperament	Impatient	1 2 3 4 5	Patient
15.	Flexibility	Rigid	1 2 3 4 5	Flexible
16.	Knowledge of technical aspects of teaching	Not knowledgeable	1 2 3 4 5	Knowledgeable
17.	Capacity to demonstrate or model needed improvements	Low	1 2 3 4 5	High
18.	Familiarity with your particular classroom	Unfamiliar	1 2 3 4 5	Very familiar
19.	Experience with classrooms in general	Little	1 2 3 4 5	A great deal

20.	Usefulness of suggestions for improvements	Useless	1 2 3 4 5	Useful
21.	Persuasiveness of rationale for suggestions	Not persuasive	1 2 3 4 5	Very persuasive

C. Describe these attributes of the procedures used during your most recent evaluation:

1. What procedures were used to address the dimensions of your teaching (standards) to be evaluated?

22.	Were standards communicated to you?	Not at all	1 2 3 4 5	In great detail
23.	Were standards clear to you?	Vague	1 2 3 4 5	Clear
24.	Were standards endorsed by you as appropriate for your classroom?	Not endorsed	1 2 3 4 5	Endorsed
25.	Were the standards...	The same for all teachers?	1 2 3 4 5	Unique to you?

2. To what extent were the following sources of performance information tapped as part of the evaluation?

26.	Observation of your classroom performance	Not considered	1 2 3 4 5	Used extensively
27.	Examination of classroom or school records (lesson plans, etc.)	Not considered	1 2 3 4 5	Used extensively
28.	Examination of student achievement	Not considered	1 2 3 4 5	Used extensively

3. Extent of observation in your classroom, based on your most recent experience:

(Note: In these items, FORMAL refers to observations that were preannounced and were preceded and followed by a conference with the evaluator; INFORMAL refers to unannounced drop-in visits)

29. Number of FORMAL (prescheduled) observations per year

1: 0
2: 1
3: 2
4: 3
5: 4 or more

30. Approximate frequency of INFORMAL (unannounced drop-in) observations

1: None
2: Less than 1 per month
3: Once per month
4: Once per week
5: Daily

D. Please describe these attributes of the feedback you received:

31.	Amount of information received	None	1 2 3 4 5	Great deal
32.	Frequency of formal feedback	Infrequent	1 2 3 4 5	Frequent
33.	Frequency of informal feedback	Infrequent	1 2 3 4 5	Frequent
34.	Depth of information provided	Shallow	1 2 3 4 5	Indepth
35.	Quality of the ideas and suggestions contained in the feedback	Low	1 2 3 4 5	High
36.	Specificity of information provided	General	1 2 3 4 5	Specific
37.	Nature of information provided	Judgmental	1 2 3 4 5	Descriptive
38.	Timing of the feedback	Delayed	1 2 3 4 5	Immediate
39.	Feedback focused on district teaching standards	Ignored them	1 2 3 4 5	Reflected them

E. Describe these attributes of the evaluation context:

40.	Amount of time spent on the evaluation process including your time and that of all other participants	None	1 2 3 4 5	Great deal

Resources available for professional development:

41.	Time allotted during the teaching day for professional development	None	1 2 3 4 5	Great deal
42.	Availability of training programs and models of good practice	None	1 2 3 4 5	Many

District values and policies in evaluation:

43.	Clarity of policy statements regarding purpose for evaluation	Vague	1 2 3 4 5	Clear
44.	Intended role of evaluation	Teacher accountability	1 2 3 4 5	Teacher growth

Thank you for your thoughtful responses.